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ABSTRACT

This publication is a cross-section summary of the conference rather than a complete summary. Along with lists of tapes of presentations, photographs, resource addresses, and the names of those on the seminar committee is a random cross-sample of written comments. Included in the written comments are observations on existing programs, evaluation, and planning. (Author/IRT)

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year-round education

for the Third Century of America

A Report of the 8th National Seminar on Year-Round Education

January 25-28, 1976
R.M.S. Queen Mary, Long Beach, California

2

EA 009 218

CALIFORNIA STATE DEPARTMENT OF EDUCATION • Wilson Riles—Superintendent of Public Instruction • Sacramento, 1976

8th NATIONAL SEMINAR
ON
YEAR-ROUND EDUCATION
JANUARY 1976

SPONSORED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction

for the

NATIONAL COUNCIL ON YEAR-ROUND EDUCATION
Don Glines, President

in cooperation with

THE WESTERN ASSOCIATION OF YEAR-ROUND SCHOOLS
THE OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
THE ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
THE ARIZONA STATE DEPARTMENT OF EDUCATION

and Supportive Assistance from
California Year-Round Education Districts and
Offices of County Superintendents of Schools

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SECTION I. AN INTRODUCTION

Over 1,100 persons were aboard the R.M.S. Queen Mary, site of the 8th National Seminar, sometime during the four days of the conference, making this the largest known meeting related to year-round education in the history of the movement.

More than 300 individuals made major presentations or served on panels. There were 254 sessions available for persons to select as options. Over 100 persons served as facilitators to assist with the mechanics of the program. More than 100 tape recordings were made. Over 200 photographs were taken. University credit was offered through California State University at Long Beach.

With this size in mind, and with the limited resources of the committee, it was decided that a complete summary of all these events, speeches, and reports was impossible to include in this Proceedings. Therefore, what this publication represents is a cross-section summary of the 8th National. In Section II, the tapes now available are listed for persons who wish to order them. The availability of these tapes influenced the decision not to print all the speeches. Section III contains samples of the photographs depicting the conference from a pictorial view. Many of the photos may also be ordered.

Section IV represents a random cross-sampling of written comments to enable readers to relate to the variety of information exchanged at the conference. In Section V, photos of speakers and panelists from throughout the nation are featured to depict the broad geographical involvement in year-round education.

Finally, in Section VI, resource addresses are listed so that all interested persons may follow up with orders for tapes, booklets, and other material resources, as well as human resources who may be contacted for additional information.

The 8th National Seminar Committee, acknowledged in Section VII, hopes that this Summary Reference Proceedings serves the historical purpose of capturing the spirit and events of the 8th National Seminar, and meets the futuristic purposes by providing references, resources, and ideas for persons everywhere to help lead year-round education in new directions as we create the Third Century of America.

SECTION II. A MEDIA SUMMARY AND REVIEW

The audio and video tapes listed below are available for purchase/rent through the National Council on Year-Round Education, Research Learning Center, 836 Wood Street, Clarion, PA 16214, (814) 226-4024. Order by tape number, topic, and presenter.

AUDIO TAPES

TAPE NUMBER	TITLE	SPEAKER(S)
1	Accrediting Secondary Schools for YRE	Lyle Siverson, Russell Reynolds
2	Administrative Concerns in YRE Programs	Gregory Betts, Jim Slezak
3	After Three Years in YRE, What Needs Revising?	Pius Lacher, Gregory Betts, Florence Panattoni
4	Agency Views of YRE: Involving Community Organizations	Fred Bradley, Marion Robles
5	Alternative School Programs and YRE	Esther Shumaker, John Gathings, Tony Martino
6	America and the Third Century, Keynote Address	Robert Theobald
8	Another Special YRE Concern: Bilingual/Bicultural Education	Roslyn Grady, Ken Nilson, Ramon Cruz
9	Architects, Energy and School Facilities for YRE	John Trittipo, Irving Univer, Charles Ambellan, Ralph Askin
11	Business Views of YRE: Approaching the Private Sector	Paul Howe, Edward Altschuler, Jim Mayall
12	Bussing/Transportation Problems Related to Programming YRE	Patrick Page, John Thome, Robert Piester
14	Community Education and YRE: A Natural Marriage	Wayne Robbins, Franklin Edwards
16	Curriculum Reform for YRE	Michael Barkhurst
17	Dade County, Florida, YRE	Charlene Houghton

TAPE NUMBER	TITLE	SPEAKER(S)
18	Declining Enrollments and Student Mobility: Naturals for YRE	Bob Shreve, Richard Clower, Stuart Gothold
19	Education and the Third Century Keynote Address	Edward Pino
20	Educational Significance of the Future: Implications for YRE - Luncheon Address	Harold Shane
21	Effect of YRE on Noncertificated Support Services	Pat Henderson, Richard Clower
22	The Colorado Concept 6 Plan	Bill White
23	Federal Policy Implications for YRE	Edward Altschuler
24	Field Studies: An Expanded Concept for YRE	Carla Tange
25	Flexible College Courses and Degrees for YRE	Leonard Dalton
27	Focusing on Interdependent, Multidiscipline Approaches to YRE Curriculum	Margaret Leahy, Harold Shane
28	Future Secondary School Reforms: Implications for YRE	Leland Newcomer, Marcelett Henry
29	Future Year-Round Education in Experimental Cities	Genevieve Marcus, Bob Smith
31	History of Year-Round Education	Wayne White, Robert Shreve, George Thomas
32	Cerritos High School YRE	Charles Ledbetter
33	Human Potential and Year-Round Education Luncheon Address	Bill Glasser
34	Human Side of Year-Round Education Keynote Address	Carolyn Warner
36	Implementing Educational Transitions	Ron Barnes
37	Implementing Significant Educational Reforms	Gardner Swenson

TAPE NUMBER	TITLE	SPEAKER(S)
38	Indian Education and YRE	Terri Poolheco
38A	Individualized Curriculum for Flexible Secondary YRE Programs. How Do We Begin?	E. M. Loverin
39	Infant Learning Through YRE	Robert Beall, Stella Ohnersorgen
40	Inservice Education for YRE Staff	Bob Anderson
41	International View, An: YRE in Puerto Rico	Ramon A. Cruz, Isabella Rivera
42	Involving Total Community Leadership in YRE	Raul Contreras, Margaret Smith
43	Jefferson County, Colorado, YRE	Bill White, Charles Rufien
44	Lakeside, The (San Diego) Story	Robert Muscio
45	Maintenance Personnel and YRE	Frank Hernandez, Ygnancio Serrato, Gene Swank
46	Mandatory Versus Voluntary YRE: The Case for Each	C. J. Nichols, Dan Thompson, Pearl Bubenheim
47	Measuring Affective Growth in YRE Programs	Roslyn Grady, Jim Nugent, True Morgan
49	Measuring Total Cognitive Growth in YRE Programs	Roslyn Grady, David Sweet, Lorraine Petersen
50	Needed Legislation in California: An Example for All	Burton Tiffany
51	New Concept Eight Plan, The	Jim Troxel
52	News Media and YRE: Positive, Negative Publicity	Michael Norten
55	Overview Comparison of Twelve YRE Calendars	Bob Ehlers, Joe Bullington
56	Overseas Educational Credit Tours for Teachers and Administrators, Parents, and Students during YRE Calendar Breaks	Sybil Roberts, John Tomlison

TAPE NUMBER	TITLE	SPEAKER(S)
57	Overview of the Current Status of YRE Nationwide: By Regions	Len Servetter, Richard Hansen, Jim Bingle, George Thomas
59	Parent Evaluation of YRE	Fran Archibald, Marilyn Bunce, Bridget Lindroth
60	Personalized Continuous Year - The Most Flexible of All Plans	Mike Barkhurst
61	Political Implications of Year-Round Education	Charles Terrell
62	Potpourri of Unsolved YRE Issues	Gerald Rosander, John Tresslar
63	Preplanning for YRE	Margaret Corkle, Lester Cummins
64	Preparing Persons for Jobs, Careers, and Vocations Through YRE Community Education	Edward Altschuler
65	Public Information Programs for YRE	Geri Greenhaw, Don Stone
66	Quinmester and Quarter Plans	Charles Houghton, Al Warner
67	Retirement and Salary Benefits Related to YRE for Certificated and Noncertificated Personnel	Jean Dillon, Harley Gilmore, Bill Van Gundy
68	Review of Major Evaluations	David Pascoe, George Thomas, Jim Craig
69	Review of Major Financial Studies Related to Cost of YRE	Jim Bingle
70	School Associations Look at Year-Round Education	Paul Howe, Bob Johnson
72	Secondary School Activities Programs: Athletics, Intramurals, and YRE	Pat Henderson, Don Harris, Ferren Christensen
73	Small Schools and Rural Schools Examine Year-Round Education	Parker Eaton, John Luthy
74	Special Education	Midge Kral, Elmer Cameron, Barbara Guarnieri

TAPE NUMBER	TITLE	SPEAKER(S)
75	Sunnyside District, Tucson, Arizona	Charles Nichols, Patrick Henderson
76	Teacher Certification for Flexible YRE Programs	Charles Hutchinson
77	Transitions to a New Age: Implications for YRE - Luncheon Address	Ron Barnes
78	The Unique Concept 16 Plan	Carolyn Dodge
79	Unique Practices in Elementary YRE Programs	Joe Bullington, Barney Moura
80	University of Minnesota-Waseca: A True Year-Round College	Edward Frederick
81	Urban and Suburban Schools Look at YRE: Problems, Possibilities, Questions	Irving O. Univer

VIDEO TAPES

TAPE NUMBER	TITLE	SPEAKER(S)	VIDEOTAPE TIME
1	Cherry Creek YRE Plan	Dick Hansen, Tandy Jones	28:00
2	Concept 6 YRE Plan	Bill White	27:00
3	Dade County, Florida, YRE	Charlene Houghton	27:50
4	Evaluation of YRE	Dave Roscoe, Roslyn Grady	27:00
5	Financial Analysis of YRE	George Thomas	18:40
6	Futurists Look at YRE	Ron Barnes	18:00
7	Futurists Look at YRE	Robert Theobald	18:30
8	Individually Guided Education and YRE	Elmer Richers	27:00
9	Inservice Education for YRE	John Schaffer	11:75
10	Job Preparation Through YRE	Edward Altschuler	16:00
11	Personalized Continuous Year Plan	Mike Barkhurst	28:00
12	The 45-15 YRE K-12 Plan	Pat Henderson	15:00

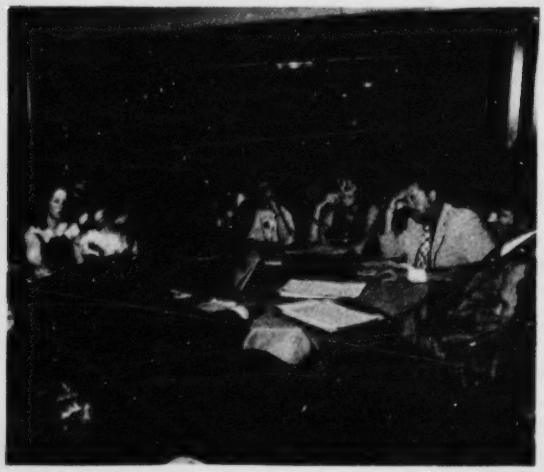
SECTION III. A PICTORIAL SUMMARY AND REVIEW

The scenes presented here represent the action of the conference: speakers, panels, and informal sessions. Copies of photographs possibly may be ordered through the National Council on Year-Round Education.

We Had Speakers:

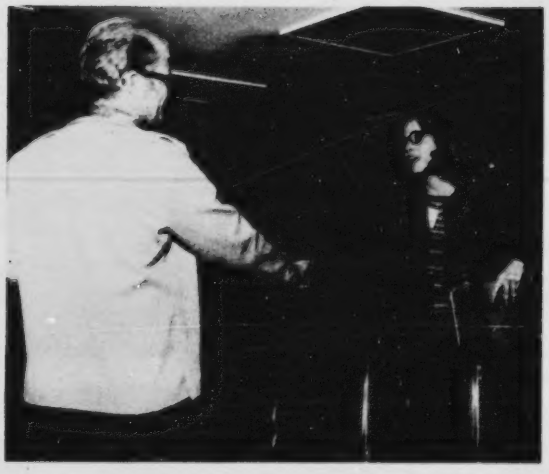
We Had Panels:

We Had Informal Sessions:

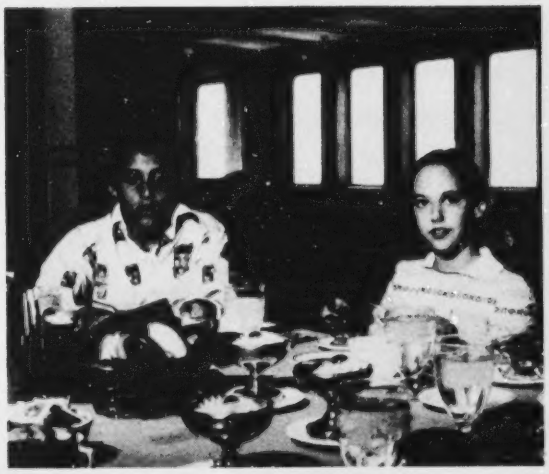


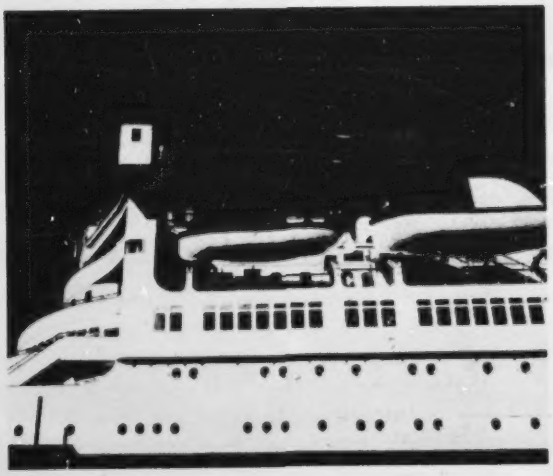
We Talked One-to-One:

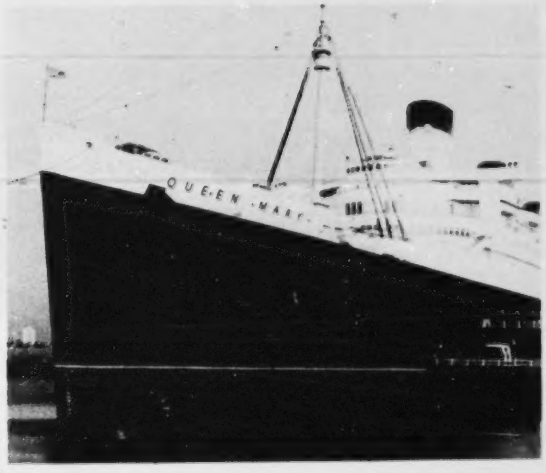
We Had Friendships:



We Met on a Ship:







SECTION IV. A WRITTEN SUMMARY AND REVIEW

The following remarks by a number of speakers and panelists illustrate the divergent views presented at the Seminar, along with facts, recommendations, and creative ideas. The topics represent a small sampling of the 254 diversified sessions which were offered at the 8th National. Addresses of the writers and all participants at the Seminar are available through the National Council on Year-Round Education.

A. THE THEME: YRE FOR THE THIRD CENTURY

A Sampling of Comments

1. Creating America's Third Century - Robert Theobald

I, and many others known and unknown to you, invite you to join us in an effort to create a more humane society which is now possible. Our activities are based on the following assumptions:

1. The social, economic, and political patterns, which have developed during the two hundred years since the American Revolution, neither fulfill the original intentions of the founding fathers nor meet our present needs.

2. No effective leadership exists, either in the public or the private sector, to challenge us to deal with our many interconnected crises: unemployment, pollution, inflation, depletion of resources, rich-poor country tensions, and the like.

3. Many individuals and groups are deeply concerned about these crises. They are acting in imaginative ways to try to understand them and to change individual life-styles, community norms, and activities to fit the new realities which we have ourselves created.

4. Effective communication between these various small-scale efforts would enable developing activities to be far more effective. In addition, an understanding of the range of concerns now common to citizens would help to make the present leadership of the country more responsive.

Our movement is based on the belief that profound change always requires large-scale involvement of citizens rather than top-down decision making. Certainly, democracies cannot survive unless people have an opportunity to obtain realistic information about the range of problems and possibilities which exist today.

Our primary concern is to link existing, imaginative citizen-participation activities and to provide information which can improve the design of projects, increase the range of discussions, and enhance the effectiveness of action steps.

We hope that a sense of the overall citizen-participation movement can be generated. We shall use the days between May 1 and July 4, 1976, to concentrate attention on community involvement activities. One possible spark for such an approach would be the "Life, Liberty and the Pursuit of Happiness" theme of the last month of the American Issues Forum, sponsored by the National Endowment for the Humanities.

Obviously, no limited effort can solve the deep-rooted problems which we face. We need to expand our horizons. It took from 1776 until 1791 to pass the Constitution and the Bill of Rights. It will take at least as long to create institutional structures appropriate to our new twentieth century conditions.

There are no specific activities in which people and groups need to be involved in order to become part of this movement; the primary effort is to enhance existing activities. However, there are some "umbrellas" for thinking which have helped to spark ideas.

Classes of '76. There is increasing agreement that our educational systems are not preparing people for the world in which they are going to live. It is suggested that Commencement Day 1976 would be a good time to reconsider the styles of education appropriate to a time of transition; instead of just a formal speech the whole community might be invited to a "college fair or new-style Chautauqua" where all forms of communication--from art to drama to dance to photography--would be used to illuminate the educational issues we face.

Communities of '76. This is designed to find ways to challenge communities to determine which factors will have most impact on their quality of life during America's third century; a model is being developed in Spokane as well as other cities. Following the determination of the most critical issues, it is hoped that broadly representative task forces can be created to anticipate the most crucial questions which exist in each area of concern.

Congregations of '76. A number of churches are now using the Bicentennial as an opportunity to reconsider their directions for America's third century. On Sunday, July 4, each church will rededicate itself to its new sense of mission using new liturgy, or any other appropriate communication form.

Families of '76. When we think about families, we usually still bring to mind mother, father, and two children. Today's statistics make it dramatically clear that this is no longer the only form of family. What steps do we need to take if we are to provide all families with a reasonable chance for happiness and success? How do our conscious and unconscious biases prevent certain people from developing their potential?

Declaration of Interdependence. America was created when men signed a carefully worded Declaration of Independence. It seems possible that the recreation of America, as we enter the communications era, might be appropriately symbolized by the creation of large numbers of Declarations

of Interdependence in various media expressing the extraordinary range of perceptions which are required if we are to understand the simplicity/complexity of the world we have now created.

B. DESCRIPTIONS OF EXISTING PROGRAMS

A Nationwide Sampling

1. Year-Round Education in Puerto Rico - Ramon A. Cruz

Puerto Rico has found the year-round school program a desirable alternative to solve the problem of physical facilities for an ever-increasing school population. At the same time other problems of a pedagogical nature are being solved with this new arrangement; these are more relevant to students and teachers at this moment. The new program has brought new life and excitement to a school system which had not seen major changes at the secondary level since 1900.

The year-round program which is being tested in Puerto Rico is characterized mainly by a new school calendar structure which is divided into five segments called "quinmesters" of 45 days each followed by a brief two-day vacation period for faculty meeting and administrative matters. This is in contrast with the traditional two-semester year which starts in August and ends in May, with a two-month vacation period in between for all students.

In this new calendar pattern, the school population is divided into five groups. All students and teachers attend school during four quinmesters and take vacation in the fifth on a rotating basis. There is always eighty percent of the school population in school and twenty percent on vacation. All students and teachers are out of school on official holidays and during Christmas vacation and Easter recess.

This new school organization reduces the number of classrooms needed to accommodate the students in a specific school building. Thus, the capacity of a school building increases by 20 percent.

Private enterprise and governmental agencies collaborate with school officials in order to plan and provide jobs and significant activities for the students on vacation.

The immediate and most outstanding effect of the new calendar pattern has been the revision of the secondary school curriculum in order to adapt it, not only to the new time schedule, but also, and most important, to the demands of our society. The positive impact of the change is easily observed in all schools where the experimental project developed. We are now ready for expansion to the whole school system.

2. Year-Round Education in Corona-Norco Unified, California - Austin M. Mason

The first year-round school program in Riverside County was implemented in the Corona-Norco Unified School District on July 10, 1972. A modified

45/15 plan, whereby students attend school for nine weeks and then vacation for three weeks, was implemented on a voluntary basis at four of the district's schools. Students attending the traditional nine-month schedule attended the same schools as those attending the year-round school program. Four schools were selected to run both programs concurrently--two elementary and two junior high schools. Adams and Washington Elementary and Auburndale and Raney Junior High Schools enrolled nearly 1,000 of the district's students in the program. The junior high school program was not only the first in the county, but was the first seventh through ninth grade year-round school program to be implemented in the state of California.

The district received approval to begin this program after nearly two years of investigation and study. It was not necessary at this time to require a year-round school program for the purpose of increasing building space availability. The two alternative calendars were offered to students, parents, and teachers.

At the time of the implementation of the program, the district was comprised of 15,647 students in 23 schools. There were 664 certificated employees and 535 classified employees in the district.

In 1970 the first steps were taken by the district, whereby discussions were held with the Board of Education, and information and materials were gathered. Trips were taken to view programs already operating, and information was disseminated to the staff and to the community through public meetings beginning in 1971. Several inservice meetings were also held over a period of several months.

By July of 1974 the increase in student population made it such that a four-track 45/15 was implemented at two junior high schools and two elementary schools. In anticipation of continued growth at the senior high school level, the Concept 8 Plan was implemented at Norco Senior High School in July of 1975, and the quinmester plan will be implemented at Corona Senior High in July of 1976.

Voluntary programs have increased at the elementary level, whereby 14 of the 16 elementary schools offer at least one 45/15 track. Currently there are 7,600 students involved in YRE in this district. This constitutes 44 percent of the total student population of 17,500 students.

3. The Quinmester Program in Dade County, Florida - Charlene J. Houghton

The Dade County, Florida, quinmester extended school year plan is an administrative procedure dividing the school year into five interchangeable 45-day sessions, all of which are equal in curriculum value and intensity. It is designed to increase potential for more effective use of school facilities and to provide an administrative organization through which appropriate curriculum can be offered in school, reflecting the unique instructional needs of the school and the community which it serves and the educational philosophy developed by each principal and faculty.

Students are required under the quinmester extended school year plan to attend four quinmester sessions each school year and may voluntarily elect to attend an additional 45-day session, thereby making their school year 225 days. A student electing to attend five quinmesters (225 days) during the school year may utilize the extended school year session for remediation, acceleration, enrichment or to exercise the option of selecting an alternative vacation period during any of the other quinmester periods within the same school year.

The Dade County quinmester extended school year plan is structured to provide an administrative and curriculum framework that permits each school operating with the plan the flexibility to develop a curriculum and management system that is in compliance with state statutes, state regulations, accreditation requirements, and school board rules, and approved programs, and is appropriate for the community and student population served by the school.

The Dade County quinmester extended school year plan has met with wide community acceptance. In the secondary schools, attendance at the summer or fifth quinmester has grown from 3,300 students in 1971 to 35,000 students in 1975. Although many students attend the summer quinmester for enrichment purposes, during the 1974-75 school year, 2,400 seniors graduated prior to the June commencement. The quinmester organizational pattern represents the mode of operation for all of the secondary schools in Dade County. Although not all of the 74 secondary schools are operational during the summer quinmester, a complete range of programs and curriculum options are available to all students. Transportation is provided so that students may attend the summer quinmester center serving their attendance area.

The elementary quinmester program is still in a stage of development and incremental implementation. Of the 1,974 elementary schools in Dade County, 47 have been designated as elementary quinmester pilot schools. During the 1975 summer quinmester, 31,200 students attended the elementary quinmester centers.

The quinmester program has the following major goals: (1) to maximize the utilization of school facilities; (2) to realize, within the limits of a voluntary participation program, limited plant utilization benefits and thereby reduce overcrowding; (3) to provide students, parents, and professional staff members with opportunities for alternative vacation times; (4) to provide students, through the extension of the school year, acceleration alternatives that may not be available during the regular school year; (5) to provide students with enrichment and remediation alternatives, through the extension of the school year, that may not be available during the regular 180-day program; and (6) to replace the traditional remediation-centered summer program with a program that provides a full academic and/or enrichment program for students.

4. The Curriculum in Spanaway, Washington - Lester L. Cummins

The Bethel School District is located in the South Puget Sound area of the state of Washington. The area is rural-suburban; census data show a below-average socioeconomic level.

The school district is a large area covering 220 square miles. Six elementary schools, two junior highs, and one high school serve 6,600 students.

On August 12, 1974, Bethel became the first school district in the state of Washington to operate a full year-round school program for grades K-9.

The Bethel Board adopted the 45/15 year-round school schedule to alleviate a serious classroom shortage caused by steady population growth and repeated failure of bond issues.

What are the effects of a year-round program on curriculum? In the elementary school, implementation of the year-round calendar caused no direct change in curriculum. Indirect changes were more subtle and subjective.

Textbooks in basic areas are written for traditional schedules where children have three months to forget between grade levels. In our graded system students left school on August 1 and reported August 11 to the next grade level. Therefore, instructional adjustments and a higher level of program articulation became necessary. We believe that the year-round schedule has been effective in moving us toward a continuous-progress instruction model.

There were direct curriculum adjustments at the junior high level. These were caused by the complexities of scheduling; now there are four tracks to balance and schedule.

How can one schedule a single section of geometry? There are two possibilities: (1) schedule the class on only one of the four tracks, or (2) schedule a 240-multitrack class with students from all four tracks attending 180 days.

As a result of scheduling problems, our junior high schools do not have the variety of subjects offered by the other junior high schools in our area.

Indirect influences have been the same as in elementary. In addition to more continuous progress and a higher level of articulation, the content of courses has been adjusted to fit the 45-day instructional periods. It is our belief that the year-round calendar has made the junior high schools more like elementary schools and less like little high schools.

At the close of the first year in year-round school, 36 percent of the teachers indicated students learn more in year-round schools than in traditional; 53 percent saw no difference; and 11 percent said students learned less.

5. Year-Round Education in Northville, Michigan - Florence Panattonni

In 1972, with the opening of a Voluntary 45/15 Year-Round School for youngsters, the Northville Public School District broke tradition.

In 1973, the parents of 600 children in grades K-8 chose that calendar; in 1974, 1,200 were enrolled on the 45-15; in 1975, 1,500 in grades K-12 opted for the 45-15.

While most districts moving to an Extended School Year Program have been motivated to make the calendar change because of space needs, this was not the initial reason for the Northville Public Schools. Collection of data and analysis of that data to determine the 45/15 ESY's potential for improvement of the educational program for Northville's children was one of the Board of Education's primary reasons for acceptance of a grant for an experimental program. Determining whether life-styles of the 70's do accommodate themselves more appropriately to an Extended School Year calendar was another reason for implementation.

After three and a half years of operating a Year-Round School Program, the Northville Public Schools report favorably on those objectives established in their initial grant proposal. Analysis of data collected to date suggests a favorable response.

- Children on the Year-Round School calendar are absent an average of 22.6 percent less than children on the traditional calendar.

- Teachers on the Year-Round School calendar are absent an average of 2.7 days less per teacher than teachers on the traditional calendar. Fewer days off by both students and teachers is attributed to the intermittent rest periods and the opportunities to schedule doctor's appointments, dentist appointments, and personal business in the 15-day breaks.

- Children participating in the Year-Round School do as well as comparable children in the traditional program in their first year in the program and significantly better in the second year in Voluntary 45/15 Year-Round School.

- Children with learning disabilities in reading make statistically significant gains.

- Teachers report that behavioral problems decrease because of the four breaks, and that children respond more favorably to the four learning spans than they do to the long span in the traditional calendar.

- Instituting individualized instruction is facilitated by the 45/15 calendar report staff.

Northville students, parents, and teachers involved in the Year-Round School Program believe it is a more humane calendar for children, more in keeping with life-styles of the 70's, and more professional for teachers.

6. <u>How We Are Doing It In Jupiter, Florida</u> - Dorothe Krayer

The three Jupiter Schools, Elementary (K-5), Middle (6-8), and High (9-12) serve 3,500 students. They are located in northeast Palm Beach

County quite removed from the other geographic areas in our county. As a pilot group, our location makes the Jupiter Schools ideal.

Early in our study of Year-Round Education, we determined geographical division of our community would equalize tracks and cut down on transportation costs. All students are permanently assigned to one of three tracks. This facilitates family and neighborhood unity. A parent track review committee was established and given the authority to change a family's track for one year based on a predetermined set of hardship guidelines.

Faculty and staff are tracked with their children and spouses.

A year-long education program for parents, students, recreation, business, and church personnel preceded implementation. In addition, an educational program for the State Department of Education and local members of the Legislature was the catalyst that won state approval for our project.

Biweekly meetings with Central Staff Officers assist with the problems generated by a calendar different from traditional schools. This relieves many administrative frustrations, but not all.

The Florida High School Activities Association has endorsed our program and set eligibility standards permitting our students to participate in all school activities (including sports) whether on vacation or in school.

A daily activity bus transports vacationing students to band, chorus, and orchestra practice sessions; intramural, varsity, and junior varsity athletic events; and, yearbook and newspaper projects. Students returning for acceleration or remediation are responsible for their own transportation.

The community and particularly parents are beginning to respond with vacation activities. Scouting, 4-H, and science centers in the area maintain year-round programs.

Curriculum is divided into district quarter courses, and scheduling is handled through the computer.

Exceptional students are tracked with their instructors if at all possible. To ensure adequate programs in all six semesters, the three schools share instructors to provide service for all.

Initial evaluation results will be forthcoming in September, 1976, and regularly thereafter.

7. How We Are Doing It In West Carrollton, Ohio - Roger L. Nealeigh

In July, 1973, the West Carrollton City School District implemented the first year-round school schedule (45/15) in the state of Ohio. This implementation was a result of several factors: (1) the district enrollment had been increasing on an average of 250 students per year; (2) the voters had defeated five consecutive bond issues for additional building

funds; (3) the parents, students, and teachers had experienced double-session schedules, classes held in rented facilities, and large class enrollments and did not wish to continue with these practices; and (4) a citizen's Year-Round School Feasibility Study Committee had reported on the feasibility of year-round school and their perceived community acceptance.

At the time of implementation, the West Carrollton School District had 5,900 students enrolled in five elementary schools, one junior high school, and one senior high school. The year-round school schedule was implemented into the junior high school and one elementary school. The West Carrollton YRS plan became unique for several reasons: (1) they mandated YRS attendance to all junior high (grades 7, 8, and 9) students; (2) they permitted voluntary attendance in the one elementary school operating on a year-round school schedule; (3) they did not assign attendance tracks on the basis of geographic residence; and (4) they did assign specific attendance tracks to those students who elected certain limited-enrollment courses.

The West Carrollton School District is presently operating their third year of year-round school. The two year-round school buildings have approximately 2,300 students enrolled (40 percent of the entire district enrollment) and have employed approximately 100 full-time equivalency teachers. All elementary classroom teachers and about one-half of the junior high teachers are assigned to one class on one attendance track. The remaining junior high teachers and elementary special teachers have teaching assignments ranging from 195 to 225 days in length. All teachers who work more than the traditional 180 days are paid on a per diem rate.

What is the future of year-round school in West Carrollton? Beginning in the fall of 1972, the West Carrollton student enrollment has been declining. Since the district investigated and implemented year-round school on the basis of overcrowded conditions, what impact will the declining enrollment have on the future of year-round school? In West Carrollton, the declining enrollment has not had a negative influence on year-round school. In fact, (1) the voluntary YRS elementary building has a "waiting list" of approximately 150 students; (2) the results of the annual student and parent attitude surveys have become more positive each year; and (3) the community groups are pressuring the Board of Education to place more buildings on year-round school. However, before the administration recommends changes in the status of year-round school in West Carrollton, they need a more comprehensive assessment of the entire program. The Miami University in Oxford, Ohio, has agreed to conduct this assessment of cost, student achievement, and parent, student, and staff attitudes regarding the West Carrollton YRS program. The results of this study will aid in determining the future direction of year-round school in West Carrollton.

8. Year-Round Education in Gresham, Oregon - John Schaffer

The change to a rescheduled calendar has had a very marked influence on curriculum development in our schools. The district implemented a 45/15 schedule (fall, 1972) in five elementary (1-6) buildings and

one middle (7-8) school. The change and the spirit of change seemed to free our thinking and the ability to act in curriculum research and development.

Year-Round Education has contributed directly to or developed support for the following: (1) established a contract that provided the district with over 400 additional staff days/year for curriculum work; (2) provided staff time and stimulus to develop and review system goals, program goals, and course goals in all subject areas; (3) special education services are available year-round in speech therapy, extreme learning problems, nurse and health services, EMR and TMR programs, guidance counseling, and programs for the emotionally handicapped; (4) established an office of teacher education and inservice to provide teacher education coordination complicated by the 45/15 schedule. This office has become more valuable to our total program; (5) outdoor activities in physical education have greatly expanded due to three additional good weather months for instruction. All curricular areas benefit from this outdoor plus; (6) YRE strengthened a vacation science tour program that provides exciting week-long science camp trips for off-track students; (7) a vacation tutor program developed at the middle school to provide support for students needing a helping hand; and (8) expanded a teacher-based curriculum subject area coordinating team and associated district curriculum advisory committee.

There are many more areas of the curriculum that have been improved and expanded due to the YRE transition; however, we have just touched the surface of curriculum development and reform that are made possible by Year-Round Education.

9. Year-Round Education at Peralta School, Oakland, California - Barbara L. Craig

Peralta YRS in Oakland, California, is an alternative program within the larger school system. It was parent initiated and is presently in its third year. Open enrollment is provided, drawing children from Berkeley, Oakland Army Base, hill, and flat land areas. The racial composition is 64 percent black, 28 percent white, and 8 percent other minorities, reflecting the city's composition.

On the staggered 45/15 schedule, the program features multiage grouping, individualized instruction, compensatory education, and general funding. Intersession is offered continuously from July to June.

The present staff includes 14 teachers, 15 instructional assistants, and 11 other support personnel.

Teacher styles vary from open classrooms to traditional. The most exciting thing about going year-round is what has happened to some of the teachers. Their creativity and motivation are unleashed because they are not bound by school as usual.

10. Year-Round Education in Colorado - William D. White and Jim McDermott

The feasibility study in Jefferson County, Colorado, which found that a K-12 pilot program was required for the year-round school pilot also determined that voluntary periods of attendance through fifth quarter and intersession activity should also be offered to secure educational benefits for all students who desire it. The school year was divided into six terms of 43 days each which can release 33-1/3 percent of the pupil population to vacations at any given season of the year. Student achievement was found to be the same in both pilot and traditional schools; however, additional days of school attendance up to as much as 235 days promised a broader array of program offerings for each student in both remedial and enrichment activities.

Evaluative results found that additional building space could be released as students vacation on the three separate attendance patterns. Both teacher and student attendance improved. The three-part evaluation, which included studies of educational feasibility, economic feasibility, and community attitude survey, showed positive results which justified the extension of the pilot program to a third year of operation.

Cherry Creek is in the fourth year of a 45/15 year-round program. We are also in the third year of a Title III project, designed to facilitate a smooth transition to year-round, provide help for other districts considering year-round, and evaluate the overall effectiveness of year-round education.

Emphasis has been on curriculum expansion, adapting special services, providing effective inservice and graduate education; dissemination of year-round information; evaluating student achievement; evaluating parent, student, and teacher attitude; and assisting development of intersession.

11. School-Within-A-School in Indiana - John Tresslar

Northwestern School District is the only school district in the state of Indiana to have an operating year-round school program. After a year of feasibility studies, a pilot program was initiated on July 21, 1975, with 160 pupils enrolled in grades K-6 on a voluntary basis. Triton Elementary, one of three elementary schools in the district, was selected to pilot the year-round program. Reasons given were its central location, initial interest by members of its staff, and the size of the facility. The YRE Citizens Advisory Committee had earlier elected the 45/15 year-round school calendar as its choice for the pilot program.

As some added background, the year-round pilot program was approved only after it met some of the following conditions. The program had to be on a voluntary basis, open to all elementary children in the school district, not to be an added cost to the local school budget, and have the expectation of at least 150 children enrolled.

The year-round school program can be considered to be a school within a school for the following reason. Triton Elementary has two sections of kindergarten pupils and three sections of pupils in grades 1-6. One section of kindergarten and one section each of grades 1-6 are enrolled in the 45/15 year-round school calendar. The other children are enrolled in the traditional nine-month program.

Some of the leading concerns by the building administrator on having a year-round school within a traditional school included staffing, scheduling of service personnel, transportation, balance of class numbers, sufficient pupils enrolled to have a section on each grade level (teachers had apprehension about multigraded classes), and ill feelings generated among staff members because of conflict in scheduling of the two different school calendars.

Almost all of the fears have dissolved after a successful half-year of operation. More than enough teachers wanted to teach on the year-round calendar. Scheduling of service personnel has been relatively simple. Children enrolling in the year-round program from the other two elementary enrollment areas live in locations that permit their being picked up by one bus in less than one hour of riding time. In fact, this bus route is reversed each day so that each pupil rides no more than an average of one-half hour morning and evening. When only the year-round pupils are in attendance, only three buses are required. The net added transportation cost to operate the pilot program is the equivalent of one and one-half extra buses. Other than air-conditioning, transportation has been shown to be the only added cost of any significance. Children enrolling in the year-round calendar were of sufficient numbers to have a section on each grade level, and there was good balance in all grades with the exception of the fifth grade.

To offer classes taught by our special teachers (art, music, reading) to the year-round pupils when the traditional school is not in session, we pay those teachers for their added time (based on their regular per diem rate) or they trade time. The art teacher can be used as an example. The art teacher is scheduled to come to Triton Elementary building three days a week. The year-round pupils are all scheduled for one day and the children on the traditional calendar for the other two days. The art teacher comes in one day a week when only the year-round pupils are in attendance, and then during the eight or nine weeks when the year-round pupils are out on vacation and the children on the traditional calendar are in attendance, the art teacher will enjoy three-day weekends. She is paid on the regular 180-day contract.

In summary, the school within a school is working quite well, and all indications lead to the expectation of its continuance beyond this school year.

12. Year-Round Education in Tucson, Arizona - Patrick B. Henderson

Identification:

During the summer of 1971, the Sunnyside Unified School District, located

in Tucson, Arizona, became aware of the population trends that had been affecting other school districts throughout the nation.

The district had an abundance of space in which to build residential units and the demand for single-unit dwellings was extensive at that time.

Feasibility Study:

A committee consisting of district constituents, district teachers, and administrators spent five months reviewing the literature, visiting other school districts already on the year-round schedule, and conducting an in-depth study of space, personnel, and programs. The committee included a look at juvenile delinquency in the Tucson area.

Report to the Board of Education:

In January of 1972 the feasibility study was submitted to the Board of Education for review and a decision on further action to be taken. The Board studied the report and concluded that, of all the identified alternatives, the year-round schedule appeared to offer the best educational opportunities for the greatest number of students.

Community Meetings and Information:

During the months that followed, the Board of Education insisted that meetings be held throughout the community in an attempt to inform the community about the year-round schedule.

There was enough positive input from those meetings to encourage the Board of Education to proceed toward developing and distributing information on the year-round schedule. A massive campaign was started to better inform parents concerning the year-round schedule through publications, community meetings, and the various news media.

Adoption by Board of Education:

In June of 1973 the Board of Education unanimously adopted a resolution directing the administration to move toward implementing the year-round schedule to begin on July 1, 1974, and to include all grades, K-12.

Implementation:

The year-round schedule was implemented on July 1, 1974. Administrators and teachers indicated that it was the easiest opening of school in which they had ever participated.

Summary:

The year-round schedule has now been in operation for 18 months. The program has been well received by the community and staff; however, there are a number of constituents who are still not sure that they care to support such a change in their way of life.

The greatest difficulty encountered thus far has been multiphased entry by students. Classes on multiphased entry have been practically eliminated, thereby reducing much concern by those parents, students, and staff involved with multiphased entry courses.

13. A Year-Round Technical College in Minnesota - Edward C. Frederick

The University of Minnesota Technical College, Waseca, began operation in the fall of 1971 with a single mission--that of preparing students for mid-management, semiprofessional positions in the broad fields related to agriculture.

At the outset, the college adopted a year-round educational program in order to meet the needs of students and the agricultural industry. The college operates on a quarterly basis, with the Summer Quarter being no different from the Fall, Winter, and Spring Quarters. Students can start any quarter and graduate any quarter; they can go continuously or intermittently, full time or part time.

Planning for the college tied the year-round concept into all phases of the operation. Programs were developed with a minimum of prerequisites, and most courses are self-contained units. Instructors are hired who are willing to teach in a year-round program. Nine-month faculty are rotated throughout the year. Registration, financial aid, veterans assistance, and other procedures have been developed to fit a year-round program.

The year-round program permits greater use of the outdoor agricultural laboratories during the Summer Quarter and more efficient and effective use of the specialized facilities, equipment, and staff. With the four-quarter system, students may start college immediately after finishing high school and accelerate their program by continuous attendance. In addition, the year-round program allows students to be out in industry for their work experience during the time of year which is most advantageous from a learning point of view. Students can attend classes at the college in the summer and winter and "stop out" in the spring for planting crops and in the fall for harvesting.

Enrollment is continuing to increase rapidly in all quarters (705 students, Fall Quarter, 1975) including the Summer Quarter. One-hundred-and-one students enrolled in the first summer (1972), and 404 were enrolled last summer (1975). Twenty-five percent of the students enrolling for Summer Quarter are directly out of high school.

Some year-round education areas of concern, which need to be and are being overcome, include faculty fatigue and time for professional updating, maintenance of the physical plant, need for air-conditioning in the summer, and misunderstandings that result from breaking with tradition.

Year-round education in agriculture is an idea "whose time has come." It gives a great deal of flexibility to the program. The quality of education has been improved. The year-round program has been well accepted by students and the agricultural industry.

14. Year-Round Education in Pascoe County, Florida - Mary Giella

In school year 1971-72, Pascoe County had 16 schools with a total of just over 10,000 pupil stations. There were about 14,000 pupils in average daily membership (ADM). This ADM has risen from just over 9,000 in 1967-68 to a conservatively projected 19,400 in the current year, 1973-74. As of December 1975, there are 22,009 students in the Pascoe County School District.

The overcrowding problem was approached by placing the schools on double sessions and locating portable buildings on every site.

In November 1972, a $15.9 million bond election succeeded after one defeat. One criticism frequently voiced by opponents in earlier elections had been that school facilities were only used three-fourths of the time. In this election, the School Board's March 1972, vote for the 45/15 Year-Round Schools program was used by proponents as one reason for voting "yes."

On August 3, 1971, upon the initiative of the Pascoe County School Board, a Year-Round School Study Committee was appointed at the Board's regularly scheduled meeting.

After extensive study, visitation, and discussion, the committee recommended the adoption of the 45/15 Year-Round School Plan pioneered in Romeoville, Illinois, and St. Charles County, Missouri.

On March 7, 1972, this plan was unanimously adopted for all schools and all grades in Pascoe County effective in July 1973. This plan was implemented when, on July 9, 1973, 12,000 students (three-fourths of the total pupil population) appeared for the historic first in Florida.

Pascoe County is the largest district in the country to implement a mandatory year-round school policy for all grades. There are 24 schools on 45/15: five high schools, two middle schools, three junior high schools, and 14 elementary schools. There are 22,009 students, as of December 1975, on 45/15 in the district. New schools are being built and being planned.

Three-fourths of the students are scheduled to be in attendance at all times, holidays excepted, all year. One-fourth are always on vacation. All elementary schools, junior high schools, and high schools composing an attendance area are grouped. Each elementary school's pupil population is divided equally into four attendance groups (tracks) along geographical lines using student spot maps to locate each student.

Each track is assigned the letter "A", "B", "C", or "D." All elementary students have a "track" assignment and calendar. The school population is divided into four equal groups. Secondary track assignments are determined by the feeder school area track designations.

Each track is not only numerically balanced, but is balanced by race and, in one area, by children of migratory farm worker parents. Neighborhood integrity is maintained in most cases because younger children tend to play with others in their immediate vicinity.

All students in the same family have the same calendar. They attend school on the same days, and they vacation on the same days, no matter what grade they are in or which school they attend.

In comparative studies of student achievement on a traditional school year and in 45/15, there are no significant differences (November 1975, Study).

Student surveys indicated that in all areas except for extracurricular activities, over half of the sampled students felt that things were "about the same" or "better" under 45/15 when compared to the traditional school year (August 1974, Study).

There was a lower student attendance rate in 1973-74 (first year on 45/15); however, the lower attendance rate seemed to be a trend that began to develop in 1971-72 (August 1974, Study).

The percentages of dropouts were lower in 7th, 8th, and 9th grades in 1973-74 (first year on 45/15) as compared with previous years; but, the percentages of dropouts in the 10th, 11th, and 12th grades were higher in 1973-74 as compared with previous years (August 1974, Study).

The Pascoe County School Board supported the concepts of individualized instruction. Whether on a traditional or on a 45/15 continuous school year schedule, the goal of instruction is to meet the instructional needs of the individual student. Therefore, all areas of curriculum are in the process of revision so that the following components will be identified: (1) sequence of skills, K-12; (2) coding career education concepts to the defined skill sequence; (3) coding reading skills to the defined skill sequence; (4) coding recommended teaching strategies to the defined sequence, K-12; (5) coding recommended instructional materials to the defined skill sequence, K-12; and (6) coding individual assessment items to the defined skill sequence, K-12.

With the possible exception of the fantastic growth rate, 45/15 has probably effected the greatest change in the lives of Pascoe County residents since its split from Hernando County long ago.

Families can now plan vacations in any season they wish. But plan they must! While many problems have been anticipated and in some cases solved, many residents resist change and the resistance is very difficult to solve.

Some businesses, such as summer camps, report some problems brought about by 45/15. Many, however, have found a ready source of unskilled workers in high school boys and girls. Formerly, all students were dumped on the labor market at the same time in June. Now one-fourth are always available for employment.

Most teachers are unable to ply their trade all year because so few teaching positions are available in the summer. Under 45/15, many teachers enjoy longer contracts at the same daily pay rate for all days worked. As of September 1975, approximately 45 percent of the regular classroom teachers had contracts in excess of the standard 196-day contract. The average financial benefit for a teacher with an extended-year contract is $1,112.38 for the days worked in excess of 196 work days.

Movement toward individualized instruction is a high priority of the Board. Teacher training in this area is encouraged.

Teaching styles have changed. Some teachers are tracked in with their students so that when the students are in school, they are, too. When the students are on vacation, they are, too.

Some teachers are teaching students from two tracks; therefore, when both tracks are in, they have more students. Half the time they have half the number of students.

In 1975-76, about 28 percent of the classes are multitracked, which means that a teacher teaches students in a given class from all four tracks. This means that a teacher will begin teaching with tracks A, B, and C. Track C will go on vacation, and Track D will be in the class for the first time.

Because of the students moving in and out of a class, it takes a different approach to classroom management. Some teachers can do this and enjoy it and some do not. As much as possible, multitrack classes are used when it is necessary for the program, and teachers who agree to teach them and who do so effectively are selected.

Most teachers are locked-in to one track of students. Most dual-track, multitrack, and combination schedules are at the junior high and senior high schools. However, each type of classroom arrangement calls for different styles of classroom management.

By operating schools one-third more days and so scheduling students that three-fourths are always in, the district gains a theoretical one-third in space. Illustration: A school which can house 900 students at a time and 1,200 students to house. Three-fourths of the students (900) are in school at a given time, while one-fourth (300) are out of school. The building can house 900 at a time, thus all the students scheduled for attendance can be housed. The capacity of the building was 900. It can now house 300 more. Three hundred is one-third of 900; therefore, a space gain of one-third. Obviously, the same gain is enjoyed in all capital equipment at the school level.

Less obvious, though, are such gains as in school buses. Since only three-fourths of the transported students must now be transported on a given day, about the same one-third gain in buses is present.

Of course, these gains do save money by making it possible to avoid both construction costs and financing costs.

School transportation services provide an excellent illustration of options being opened to the school board which did not exist previously. An immediate but temporary savings in school bus purchases in the order of about one-third is accomplished. If the board wishes to reduce the load for safety purposes, it can operate the same number of buses required under the traditional program. Obviously, if this option is taken, as it was in Pascoe County, per pupil transportation costs increase. This kind of option is presented repeatedly, as mentioned under "curriculum effects" in such areas as library resources, audiovisual equipment, and other resource materials.

The new program has implementation costs which will be reversed with continued growth. A small administrative cost increase will result from school administrative staffs and clerical personnel converting to all-year employment. As the pupil population grows, each such staff will administer about one-third more students (slightly less in high schools). Three school administrative staffs will serve four pupil populations when the enrollment in each school equals about one and one-third its normal population.

For optimum learning, schools in most or all parts of Florida should be air-conditioned before beginning summertime operation. Virtually all new construction is now air-conditioned. Existing structures must also be air-conditioned. In central and south Florida temperatures and humidity dictate a serious need for air-conditioning about half the traditional September-to-June school year already.

15. Eastridge Community Curriculum Presentation - Richard Hansen

It is felt that a year-round school needs the following ingredients to function at a high level of individualization and personalization. They are: (1) a comprehensive curriculum with objectives in each academic area; (2) a team recordkeeping process for each subject area; (3) cumulative records for each child during his tenure in the school; (4) a parent reporting form; and (5) a flexible daily schedule.

Two methods of grouping students can happen according to age level and the degree of independence of the students involved. Eastridge Community Elementary School has done this by breaking the curriculum into two areas: those which have conceptual objectives and do not need to be taught sequentially (Social Studies and Science), and those which have behavioral objectives and must be taught sequentially (Math and Language Arts).

Science and Social Studies are taught in three-week or six-week units. Children plug in and out of units as need or interest demands. The units are based on a conceptual set of objectives; therefore, the actual topic or subject is of very little concern inasmuch as the topic is planned around the same conceptual objectives that are agreed upon throughout the school.

Math and Language Arts can be regrouped with a different teacher every three weeks as needs of students dictate, or students may always be

with the same teacher. Each teacher keeps progress records on a three-week basis so that there are no gaps in children's grouping needs.

Objectives and forms must be agreed upon throughout the entire school at every level.

16. Concept 6 in Florida - Joseph Orr

Year-Round School was implemented in the public schools of Palm Beach County in Jupiter, Florida, after gaining special approval from the Commissioner of Education and the State Board of Education. Concept 6, as it is implemented in the Jupiter schools, is essentially the same as it is implemented in the Colorado schools except for mandatory student attendance by geographic tracks, no overlapping sessions, and the number of days the students are in school. Also, Jupiter's plan does not have overlapping attendance tracks.

Concept 6 was approved on April 2, 1975, by the Palm Beach County School Board for implementation on January 5, 1976, after a year of study of year-round school programs by members of the faculty, staff, student body, and parents of the Jupiter schools. The approval came after a unanimous endorsement by this study group.

Concept 6 is simply a rescheduled school year for students and a duty year for teachers.

The students are divided into three attendance groups (Tracks A, B, and C). Students in each attendance track attend school two consecutive 41-day semesters (four months), vacation for one semester (two months), and keep repeating this pattern until they graduate.

Each attendance track, to which students are assigned by the Palm Beach County School Board, has a different attendance and vacation schedule with traditional holidays observed by all students. As a result, only two-thirds of the students are in school at any time during the school year and one-third of them are on vacation. This arrangement allows for greater utilization of available classroom space.

Concept 6 teachers have the same number of contract days (196) as other teachers in Florida. However, teachers have potentially 16 more "excess days" for planning and curriculum work since other Florida teachers have 180 pupil contract days.

Important features include the opportunity to provide a more extensive instructional program at both the elementary and secondary level, elimination of double sessions at the secondary level and a return to single sessions offering six classes instead of five each day, opportunity for enrichment or remedial instruction during vacation periods, opportunity to participate in year-round extracurricular activities, more economical use of existing school buildings which traditionally are not used three months of the year, and provisions for two vacation periods each year for students and teachers.

Giving consideration to all things, year-round school got off to a remarkably smooth start.

C. YEAR-ROUND EVALUATION COMMENTS

A Sampling of Findings

1. Measuring Affective Growth - Roslyn M. Grady

Abstract:

The two-year evaluation of Concept 6 in Colorado Springs included many measures of affective growth. Student questionnaires evaluating self-concept and attitude toward school were given to YRE students and students in a matched control school in grades 2, 4, 6, and 7-9. Students in both schools showed positive attitudes at the elementary level. YRE students were more apt to say that they believed they were happy; that they took an active part in class discussions; that they joined in class activities; and they liked most of their teachers when compared to the control school. Other questions on the 46-item survey showed similar results in both schools. YRE students were also given 17 items dealing directly with YRE. Students were very positive about like the time of year they had vacations and the amount of learning under YRE. More students in 1975 did not want to return to a nine-month schedule as compared to 1974 results.

At the secondary level self-concept and attitude toward school questionnaire results showed similar findings for both year-round and control schools. Of the 50 items, five were more positive at the YRE. These were believing that: teachers like them; they did good work in school; they had fun with friends of the same sex; their parents were pleased with their grades; and they look forward to going to high school. The control school was higher in believing that students had a lot of school pride. Of the 15 year-round items students were very positive towards preferring the early hours in the summer and their grades. They also said that they did not mind going to school when others were on vacation. More students the second year believed they got to participate in more athletics and activities under YRE.

Questionnaires were also given to parents and the community and both showed positive results in accepting YRE. Teacher and central staff questionnaires also were positive the first year and remained so with some growth the second year. The most common advantages given by professional staff for YRE were: better use of buildings, equipment, and materials; fewer students help reduce class size and lead to more individualization and better discipline; the flexibility of YRE provides more opportunity for remediation and enrichment during intersessions; and under YRE there is better continuity, less forgetting, and less time spent in review. The most common disadvantages cited were: increased work load; lack of high school for K-12 implementation; difficulty in obtaining adequate support services for summer months; and lack of opportunities for graduate education for professional staff.

2. Advantages and Disadvantages of Year-Round Education for Middle School Students - Dorothe Krayer

The stepchild of any school system is the double-session student. The greater the time spent on double session the more seriously he or she is short-changed in opportunity for depth and breadth of intellectual and socializing education. The division in family life when children are spread over three school sessions is enormous, and if this occurs in families with working or disinterested parents, the potential for juvenile delinquency and crime is enhanced.

Year-round education immediately puts K-12 on one session. But for the younger child it must be accompanied by many opportunities for recreational and educational pursuits to make it advantageous.

Students must be encouraged to participate in intramurals, music programs, enrichment, and bonus learning activities during vacation periods when families are not able to vacation together. The increased socialization process offered through these additional programs affords tremendous potential to assimilate the middle school student into the school community. We hope it will make school more meaningful and teachers more accessible to our students.

Students are encouraged to return for student council meetings, human relations committee meetings, newspaper work, preparation of newsletters to parents, dramatics, and for any other school interests they have. Remediation programs and the Media Center are available year round.

An activity bus provides transportation daily for those who cannot participate otherwise.

There are disadvantages, particularly for those not interested in our increased activities. They are, however, the same disadvantages traditional schools provide. Working parents seldom have more than a two-week vacation. Many students do not receive any supervision during vacations. They are not encouraged to return to the school. Vacation periods do not provide employment to middle school students. If they have no recreational or other activities, year-round education does not eliminate the vacation problems of traditional school years.

Organization and salesmanship are the key to all the advantages and the elimination of the disadvantages.

3. Review of Concept 6 Financial Studies - William D. White and Jim Bingle

The Economic Feasibility Study for the 1974-75 school year under Concept 6 in Jefferson County, Colorado, was organized to deal with four objectives. These objectives were: (1) to determine the feasibility of operating a year-round program under a voluntary vacation schedule; (2) to determine per pupil costs comparison between the base year and pilot year of operation; (3) to determine whether alternative educational experiences can be offered at no extra cost; and (4) to determine the effect of the year-round school program on energy consumption.

Results of the evaluation disclosed that a voluntary vacation schedule would not achieve balance in attendance tracks and the result produced increased costs and adverse effects on the instructional program. Although operating costs increased by $14.39 per pupil, savings in facilities were sufficient to justify the operation of the program. Fifth quarter and intersession activities involved a large number of pupils at both elementary and secondary school levels. Although energy consumption did increase, the amount of cost was not a serious threat to the outcome of the year-round school pilot program. Annual per pupil construction cost savings projected over 33-1/3 years under ideal conditions could return as much as $25.44 at the elementary level and $40.00 per pupil at the high school level according to results of the study.

In the concern about whether year-round schools cost more or less than schools run on a conventional calendar, the old adage that "Figures don't lie" might be better changed to "Liars do figure." Just about any conclusion that one might want to prove can be shown statistically to be correct. If you are against YRE, it is easy to "prove" that any such system is much more expensive to operate; whereas, if you are for the year-round concept, the same statistics can be readily interpreted to show a significant financial savings.

The important thing in any rational discussion of the costs of year-round education is not to compare apples with oranges. For example, costs associated with curriculum revision that may accompany a change to a year-round calendar are not an inherent part of year-round school costs--curriculum revision can and does occur under conventional school calendars. Similarly, air-conditioning of existing buildings is considered by many as a legitimate charge against year-round schools. But since most newly constructed buildings in conventional calendar districts are air-conditioned, why do we assume that air conditioning in existing buildings is only necessary if we switch to YRE?

4. Why Affective and Psychomotor Evaluation? - Vince Laura

It would appear logical that as we set goals at our schools, we test to measure these goals. We do an adequate job with cognitive tests because they are mandated, if not by the Legislature, by districts. Funds then are available because cognitive tests are mandated. And this becomes a single overwhelming factor; funds and personnel assigned to district offices are available for cognitive but not for psychomotor and affective testing.

With decentralization and community input encouraged in most communities and mandated in Los Angeles City Schools, the parents have become strong advocates of confluent evaluations. With each school setting goals for a quality education program, the affective domain has in many cases at least equal billing with the cognitive in terms of positive educational outcomes.

In many school communities sophisticated parents have pushed educators hard to include psychomotor skills, but have been stalled or rejected out of hand. The reasons are numerous:

Instruments - Affective -

Few teachers and principals who are equipped or trained to devise tests actually do test and interpret tests in the affective domain.

Testing is done, but very carefully so that the community is not antagonized.

Psychomotor

Expensive tests - Each child must be tested individually. Funds are hard to come by to hire trained people--some use volunteers.

Scoring and interpretion of tests individual and more difficult.

Acceptance of test lies with the public--some reluctant to have child labeled--some reluctant to have volunteers test and possess information regarding their child.

Trends appear to be away from physical education.

Tests more effective when developed locally.

Philosophical questions constantly asked: Is the school responsible for psychomotor as well as affective? What can be done?

1. Educators take the lead--testify and publicize with:

   Colleagues--parents--district staff--Board of Education--Legislators.

   The key question to be asked: Is a cognitive test the only measure of a school's effectiveness? If not, equal support must be given to other instruments.

2. A local school effort--samples available

   Establish goals and test for those goals; devise test cooperatively--staff and community; set up testing programs.

   Cautions:

   Make sure community accepts idea; work hard with volunteers to ensure confidentiality; use results to help children physically and emotionally.

Conclusion:

Because of time demands on school personnel, it would appear that additional assistance is essential if total evaluation programs are to be conducted.

5. The Lakeside Story (San Diego) - Robert D. Muscio

Lakeside has traveled full circle. The district initiated a mandated year-round program in all schools in July 1972, the first in California to take this bold step. Three years later this K-8 district on the eastern edge of San Diego returned its 4,000 students to the traditional September-June calendar. Today it is considering the advisability of offering calendar choices in the coming school year.

The year-round program was launched at a time when projected community growth threatened to force an increased number of students into double session classes. The new calendar led to a more effective use of school facilities and permitted all youngsters to attend school on a full-day schedule.

A survey completed midway through the second year of year-round operation indicated reasonable community support. At that time, 71 percent of the parents expressed a preference for year-round over a traditional calendar with double sessions for some grades or classes. However, teachers were evenly divided on the same issue.

A study a year later revealed that enthusiasm was wanting for the year-round program, particularly among teachers. The parent-staff study committee concluded that the lack of teacher support and, in the committee's judgment, the expense of the program, were reasons enough to return to a traditional calendar in September 1975. The school trustees concurred (by a 3-2 vote), but did ask that consideration be given to offering optional school calendars in 1976-77.

The latest survey reveals that, districtwide, only 27.6 percent of the parent respondents opt for a year-round calendar. Others, expressing a personal preference for 45/15 but suggesting a continuance on a traditional calendar, believe that the issue has been before the community too long. As usual, school trustees, in the course of serving their community, are to be required to make a difficult decision.

6. Perceptions of Year-Round Education - Joyce E. Byrne

The purpose of this study, conducted in January 1974, was to ascertain the attitudes of parents, students, and school staff toward the 45/15 year-round school schedule in the Lakeside Union School District in California after the first year-and-a-half on a mandated program for all students, grades K-8.

Questionnaires were mailed to all parents with children attending L.U.S.D. All full-time employees, both certificated and classified, were surveyed, as were 200 randomly selected students from grades 4-8.

The attitudes of parents and students toward the 45/15 year-round plan in Lakeside tended to be positive. The attitudes of staff tended to be somewhat negative. The younger students tended to be more receptive to year-round education than those in junior high school.

The attitudes of Lakeside parents, students, and staff were not as supportive of 45/15 schedule as the attitudes of those groups in other districts in San Diego County which have implemented this schedule in some, but not all, of their schools. Perhaps the availability of an optional schedule in the other districts has contributed to the more supportive attitude.

A year-and-a-half after this research was complete, the Lakeside School Board voted to return the entire district to a traditional nine-month calendar for the 1975-76 school year.

7. Life-styles of YRE Students, Staffs, and Communities - Jim Brown

From August 1974, to March 1975, data regarding selected life-style of students, staffs, and communities with year-round schools in Missouri, Pennsylvania, and Florida were gathered. The data gathering also included like information from contiguous school districts with traditional school calendars; data were statistically compared using the X2 test of significance for two independent samples when and wherever possible.

The selected life-styles examined and compared:

1. For students were: vacations, organized activity participation outside of school, camp attendance, Vacation Bible School attendance, extracurricular activities, and employment.

2. For staffs were: vacations, graduate study, work fatigue, and extracurricular leadership.

3. For communities were: employer vacations, employment of students, juvenile delinquency, and organized programs for children and youth from religious, YMCA, scouting, and local government organizations.

Eight survey instruments, specifically, three opinion questionnaires and five interview schedules, were developed to gather data. The instruments were pilot-tested in the 45/15 year-round schools of Virginia Beach in July 1974.

The year-round school districts included in the actual study were: (1) Rochester Area's voluntary quadrimester program located in Rochester, PA; (2) Francis Howell 45-15 schools in St. Charles County, MO; and (3) Pascoe County 45-15 schools with offices in Dade County, FL.

The contiguous school districts with traditional calendars were:

1. New Brighton School District, New Brighton, PA.

2. City of St. Charles Schools in St. Charles, MO.

3. Hernando County Schools with offices in Brooksville, FL.

Ten percent randomly selected samples for students and staffs formed the basic data gathering included in the stud,

Lists of community groups for survey were obtained from city halls or the chambers of commerce in each of the communities.

Eight hypotheses were tested and four questions were investigated with data from the three questionnaires and five interview schedules. The X2 tests of significance included a summation for each life-style activity for students and staff members along with the accompanying degrees of freedom. The total X2 for each activity then formed the basis for acceptance or rejection of the hypotheses.

The specific conclusions were: (1) there was no significant relationship between type of school calendar and whether or not students and staff members took vacations; (2) there was no significant relationship between type of school calendar and whether or not students participated in activities organized outside of school; (3) there was no significant relationship between type of school calendar and whether or not students attended camp; (4) there was no significant relationship between type of school calendar and whether or not elementary students participated in vacation Bible School; (5) there was no significant relationship between type of school calendar and whether or not secondary students participated in extracurricular activities in school; (6) there was a significant relationship between type of school calendar and whether or not secondary students had jobs. More students from Francis Howell's 45/15 had jobs; (7) there was no significant relationship between type of school calendar and whether or not staff members did graduate study; (8) there was no significant relationship between type of school calendar and whether or not staff members coached or directed extracurricular activities; (9) staff members do feel more fatigued when they work more than a conventional 180-day teaching contract; (10) the 45/15 or the voluntary quadrimester school plans have had no effect on the local employers' vacation policies; (11) there have been changes in students' religious, "Y," and scouting programs where there is a 45/15 plan. There have been no changes in students' community programs where there is a voluntary quadrimester plan; and (12) municipal authorities did perceive a lessening in juvenile delinquency and vandalism in a community with a 45/15 and with a voluntary quadrimester plan school calendar.

Recommendations

1. Additional research data in all areas of year-round education are essential for future educational planners.

2. Plans for future study should also include a very thorough examination of the influence year-round schools may have in the area of decreased vandalism and juvenile delinquency.

3. Churches, scouting, and "Y" organizations should communicate along national lines to share in the solution of scheduling activities in year-round schools.

4. Parents and students as well as organized community groups involving children and youth should be involved early in planning for year-round schools.

Implication

If the energy crisis causes longer winter vacations, this study implies students, staffs, and communities would adjust to such a rescheduling.

8. A Report to the Community on Year-Round Education at Perry School, San Diego, California - Owen Handley

Year-round education at Perry School is more than simply an adjustment in the attendance schedule of pupils. Rather, it is a new look and a new thrust in helping to meet the educational needs and necessities of modern times.

No longer are children needed to work the fields and to help gather in the harvest of an agrarian society that characterized our country 50 to 75 and more years ago. This need has been replaced by advanced farming technology, and in its stead has come the need for abundantly greater knowledge and know-how on the part of our youth to meet the changes and the challenges of an increasingly complex and highly interrelated economic and academic world of work and study. This need can be and is being met through educational and work-experience opportunities by way of on-going, lifelong learning programs designed to encounter the problems and to engage the promises that lie ahead in the careers and callings that will be available to young people.

Perry School by its continuous, year-round learning plan, its early childhood education program, its learning assistance opportunities for the slow and the troubled learner, and by its offerings for the able as well as the very able student IS a part of today's action in preparation for tomorrow's actualities. The evidence of this preparedness is reflected in the improved test scores and in the observations of parents, pupils, and staff as related in a recent school-community survey on year-round education. The results indicate that:

- Pupils spend more time learning and less time reviewing from term to term.
- Pupils enjoy their classes and school activities more.
- Pupils progress as well, if not better, in their studies.
- Pupils learn as much in intersessions as an equal amount of summer school, and there appears to be less forgetting.
- Pupils and staff show a more positive attitude toward school and school work.
- Families and staff report a high incidence of positive effects from the opportunity to take spaced/seasonal vacations.

The statistics related to the above six areas of the survey substantiate the fact that year-round education at Perry School, under a block or single track 45/15 day school/intermission plan, is working and is productive.

Between an 80 percent and a 90 percent return on the questionnaire was received from all of the participating sources. The responsiveness of all groups taking part in the survey is gratifying and very much appreciated by the Year-Round Education Steering Committee and the Citizen's Advisory Council of Perry School.

Reports on the results of the survey have been made to various groups in the school, in the community, and in the school district. The data are in the school office and may be reviewed there by any interested person(s). Also, visits to the school to talk with the staff are invited. Appointments may be made through the school office--(714) 479-4040.

9. Summary of YRE for Migrant Students, Watsonville, CA - James S. Baker

The California Master Plan for Migrant Education shows that migrant children are among the most educationally disadvantaged. In addition to language problems and limited basic skills, health is a factor. A primary need of the migrant child is continuity in school.

The Pajaro Valley Unified School District serves an agricultural community on Monterey Bay in northern California and has a total of 13,000 students, nearly 1,200 of whom are migrant students.

Potential for migrant children was not realized in 1971-72, and resistance was high. Four years later there is much more satisfaction to schedule because the potential for children is more widely understood.

Migrant children were placed in three different school settings between April and November. Continuity was very poor, inservice limited, and dissatisfaction high; students attended 60-80 days of school.

In our present program of year-round schools, migrant children are in the same schools for approximately six months, April - November, 120 days of school. Inservice and continuity are built into the program. Intersession (vacation time) is designed on an integrated basis with an extended day program, and there is general acceptance.

In the future we plan monitoring progress of children, establishment of a research design, and greater coordination with migrant regional and state programs.

10. Measuring Total Cognitive Growth - Roslyn M. Grady

Abstract:

The Colorado Springs Public School District has just completed its second-year evaluation of two Concept 6 year-round schools. Standardized Achievement Tests were given to pupils in grades 1-9. The Metropolitan Achievement Series (Primary I, II, and Elementary) were used for grades 1-3 while the Iowa Test of Basic Skills was used for grades 4-9.

Each of the Concept 6 schools was paired with a traditional nine-month school which was similar in ability level, socioeconomic status, and history of prior achievement. An analysis of mean scores showed little if any differences between year-round and traditional students except at grade 7 where the control students appeared to be higher. When ability level was used as a covariant, it was discovered that the year-round students were lower in ability than the control students. Analysis of covariance was not statistically significant.

Specialized standardized tests were given in algebra and geometry (Stanford Cooperative Series). Here the results split, showing no differences for regular ninth-grade algebra students, with accelerated algebra students higher at the control school and accelerated geometry students higher at the year-round school. Results on districtwide criterion-referenced tests in Spanish and French revealed no significant differences.

Follow-up studies were conducted on tenth-grade pupils who had been in the project data bank for grade 9. Analysis for TASK results for all pupils and results on the Cooperative Algebra Test for accelerated mathematics students showed no significant differences. Grade point averages were similar although year-round students had a higher percentage on the honor roll and fewer students with D's and F's than the control group.

One of the biggest advantages of YRE for total cognitive growth, which our results have shown to date, is the absence of retentions and failures due to the flexibility afforded students to come in to repeat a quarter or get extra instruction during vacation time.

Although no formal evaluations have been made for student growth in social studies, art, music, home economics, science, shops, and physical education, a number of opportunities have emerged in the junior high school which would have been unavailable in a traditional school. Under Concept 6, each student attends at least eight days of intersessions with an option to attend more. Intersessions offer a wide variety of minicourses in areas other than the basic three R's where a student can explore topics in depth. This time is also used for extended field trips which do not interfere with a student's regularly scheduled classes. Independent study topics can also be pursued by students in their interest areas.

11. Needed Legislation in California - An Example for All - Burton Tiffany

As a result of a statewide survey of YRE districts and reactions from a committee of educators in San Diego County, which served as a sounding board, the following aspects of the YRE program apparently need legislative attention in California: (1) intersession should be made an integral part of the regular program to assure full funding; (2) because of scheduling difficulties, all tracks should not be required to have exactly the same number of school days; (3) where necessary, districts should be able to require teachers to teach more days than in the regular school year; (4) earlier state apportionment of funds is needed for YRE; (5) an omnibus law is needed which establishes "comparable dates" for YRE for existing

legal dates including budget adoption dates and which assures that all material and information needed prior to the beginning of the regular school year are available prior to the beginning of the YRE year; (6) if climate conditioning is needed as a result of YRE, the state should pay for it; (7) greater flexibility in teacher credentialing, class size limitations, and small school funding as it pertains to continuation education are needed to avoid penalties to YRE; and (8) since YRE is better for pupils, staffs, and communities, and since it saves school construction money, the state should provide an annual financial bonus for pupils on YRE.

12. An Overview of YRE in Region III - James D. Bingle

A cursory review of the National Reference Directory of Year-Round Education indicates that of the six YRE programs in operation around the country in 1970, two were in what we now know of as Region III. However, at the present time, Region III has only 12 of the 107 districts nationwide operating year round, or a percentage decrease from 33 percent in 1970 to 13 percent today. Illinois and Missouri, where 45/15 was "invented" over 7 years ago, remain scarcely touched by school calendar reform.

Nevertheless, there is some evidence in the heartland of America that year-round education may yet catch on. Ohio and Indiana have fairly recently initiated their first YRE programs, while Michigan now ranks third in the nation (behind only California and Oregon) with five operational districts.

Many feasibility studies continue to be carried forward by districts not necessarily motivated by space problems but oftentimes more concerned with improvements in educational opportunities that can be achieved utilizing YRE. Consequently, while we are not about to challenge the West Coast region for quantity leadership, we in the Midwest feel encouraged about the long-term prospects for school calendar reform really catching on in our area.

Following is a state-by-state listing of Region III operational districts:

> Illinois (2), Valley View, Chicago; Indiana (1), Northwestern of Shelby County; Iowa (0); Kentucky (1), Jefferson County; Michigan (5), Haslett, East Lansing, Okenos, and Holt; Huron-Valley, Lapeer, Northville, Plymouth, Parma-Western (dropped); Minnesota (1), Mora; Missouri (1), Francis Howell; Ohio (1), West Carrollton; Wisconsin (0)

Ten of the above 12 districts are on the 45/15 plan. The two exceptions are Jefferson County with a voluntary quarter plan and Haslett, East Lansing, Okenos, and Holt utilizing a quinmester program.

D. PLANNING CONSIDERATIONS FOR YRE

Some Representative Suggestions

1. A Responsive Approach to Education - John D. Luthy

After years of adopting educational programs and changes, an in-depth analysis was made of the effectiveness of these changes on the learning pattern of the children involved in the Lakeside School program. In many cases where excellent instruction was in evidence, less than optimum results were being measured. An example of this was in the primary reading program. A need for bilingual instruction was apparent, and soon implemented. Another was the need for individualized instruction to accommodate not only the inherent differences among individuals, but also needs of a transient society. A valuable source of information regarding unresolved needs was to be found in parent advisory groups and small meetings of interested members of our community. Test scores and achievement records, when charted over long-range periods of time, provided indicators of curricular needs. After bringing together all the data, it was also soon apparent that many of the needed changes could be made with existing district resources.

It was also obvious that additional funds were needed to implement the remaining needs. Assistance was received through a number of categorical programs such as state early childhood programs, ESEA Title I, and ESEA Title VII. The actual implementation of change requires an understanding of the program by parents and staff. Since some teachers have not had the opportunity for formal educational preparation in current educational practices, it is incumbent upon local districts to match inservice activities with relevant curricular and related needs. It was in this manner that Lakeside staff approached their existing educational challenges. The similarities and differences of school needs vary with locale and time. Lakeside is located in the Central San Joaquin Valley of California in the heart of major agricultural and dairy communities. The temperature range is from the low 20's in the winter to above 110 degrees in the summer. Most of the children ride school buses to school. There are medium-sized cities within a 20-mile radius. There are five ethnic backgrounds and large economic differences to be found in the school attendance area. The potential social problems are real and of major concern. The concomitant problems of socialization and academic achievement are omnipresent during the school day. The high degree of current success and harmony is directly attributable to the massive community commitment to make the schools a better place for children to learn. Year-round education was one such community commitment that is helping to meet the community's need. Again, responsive education is within the grasp of any district that is not too large to listen to the needs of people.

2. Preplanning for Year-Round Education - Margaret Ann Corkle

The first step in planning for year-round education should be a feasibility study conducted by the school district. It is advisable to involve not only school personnel (administrators and teachers) in the study, but also parents, students, and representatives from community groups such as civic organizations, youth organizations, and churches.

The purpose of such a study is to explore the effect year-round education would have on student learning, utilization of present facilities, curriculum, effective and efficient use of school personnel, cost of operation, and community acceptance of year-round school.

If the study results in the conclusion that year-round school is feasible, the next step is the development of a plan that meets the needs of the particular district.

In the development of a year-round educational plan for a district, the following areas must be considered: curriculum revision which may be necessary or desired, development of specific calendar that meets all legal requirements, a system for student scheduling, a plan for staffing and contracts, and a plan for dissemination of information to the community.

3. Involving Total Community Leadership - Barbara L. Craig

Our Oakland community has gone through many stresses, and perhaps the school district has suffered most. Before his assassination, Dr. Marcus Foster led the way to real community involvement. He assisted the Peralta parents in establishing the first Y.R.S. in Oakland. Dr. Ruth Love, our new superintendent, has expressed the hope for expansion of the program. We have received much encouragement from the business sector and other community leaders. Peralta has also been publicized in the press, on T.V., and on radio.

Community involvement is one of the things Oakland and Peralta in particular can point to with pride. Our major stumbling block is our educational peers.

How can you help get parents turned on and involve them even more broadly in the educational process? They must be included every step of the way, or any new or innovative program will fail. Peralta Y.R.S. has had parent and community participation from the beginning. In fact, they indeed started the school. We fortunately have maintained and increased opportunities for involvement. Active committees vary from helping budget money to curriculum.

Broadening the base is now our concerted effort. One tool we are using to satisfy parent interest is inservice training. Some of the topics that have been included are "Helping with Math in the Classroom," "Issues with Single Parents," and "Mothers of Biracial Children."

4. Flexible All-Year Education - Harold W. Logsdon and Don Means

In California the traditional school year calendar is from September to June for 175 school days.

With a flexible all-year plan the school calendar is reorganized so that school is open for 240 days on a year-round basis. Although pupils must attend for at least the 175 days required by law, these may be any 175 days that the pupils' families select.

The purpose of the flexible all-year plan is two-fold. One major emphasis is to personalize the educational process through increased individualization of the educational program. Such a personalized or individualized program recognizes that every individual is unique and learns at his own best rate. A second major emphasis is to provide students continuous educational opportunities. The continuous school year learning program can minimize the loss of learning that results from prolonged vacation periods as well as provide students the opportunity to expand their continuous learning environment by attending school during the extended (240 days) school year.

The curriculum is designed to provide instruction with a levels program in the basic subjects. This instructional program is individualized to meet each child's educational needs and, through flexible grouping by need, each child is encouraged to proceed at his or her learning rate. Thus, after an absence for illness or vacation, pupils are able to resume their studies at the level they achieved before leaving.

The flexible year-round plan provides flexibility for pupils and teachers in terms of schedules. They have three options: (1) remain on the traditional calendar; (2) attend or teach up to 240 school days; and (3) take vacations during the regular school year and make up the time during an intersession.

In the California Flexible All-Year Plan, with the options mentioned, goals are to reduce the pupils' traditional vacation "learning loss" and provide greater educational opportunities for all pupils.

The Flexible All-Year School at Clarion State College is designed to operate all year in such a way that any student could enter school and begin his or her organized learning experiences any time of the year and take vacations any time of the year he/she needs or wishes, being away from school for whatever length of time desirable or necessary, and resuming his or her learning without loss of continuity.

The school is organized into three distinct student segments: early childhood, elementary, and secondary. The student population is balanced by age and sex.

5. Involving a K-12 Approach to YRE - William D. White

Prolonged study resulted in a list of criteria to which the year-round program in Jefferson County, Colorado, had to conform. Chief among these was the stipulation that the operation had to serve a K-12 feeder system in each area piloted. This feature produced a program which serves both growing and declining population areas. Educational benefits had to be developed which justified the year-round school operation regardless of school pace considerations. The result was an expansion of programs for acceleration exploitation, and remediation which places some students in both voluntary and required attendance activities and extends the school year for the individual to as much as 235 days at no extra cost to the district. Having involved 11 elementary schools, three junior high schools, and two senior high schools, the pilot program has been extended to a third year of operation.

6. Inservice Education for YRE - Bob Anderson

Over the last few years Gresham Grade District has developed a special inservice program for meeting the teachers' educational needs brought on by Year-Round Education. The following are some of the major features of the program:

1. Gresham has set up a cooperative teacher education program with the University of Portland. This program is basically designed to provide a master's degree and/or standard certification within the district as well as other postgraduate offerings.

2. Almost 100 percent of the program is provided in the district at times convenient to the teacher with the district playing a key role in selection and design of course offerings. Both in the areas of requirements and electives the district promotes those courses that are most in line with its needs and objectives.

3. The University of Portland does not obligate the district to use only university faculty. The district has been free to select instructors and instructional programs from several sources providing the credentials of the instructors and the syllabus of a given offering meet the approval of the university.

4. Gresham Grade District has a policy of granting an average of nine hours of tuition reimbursement to our teachers each year. Normally, the total tuition expense goes to the university or college where our teachers take courses. Through the arrangement we have with the University of Portland, however, we receive back 25 percent of the monies left over after all instructional costs have been paid for. This return of part of the tuition helps finance district administrative cost in managing the program as well as furthering its own inservice goals.

5. Within the district the program is managed primarily by its director of teacher education and inservice coordinators from each building. The inservice coordinators help administer the program by being in direct touch with faculty members from their buildings and by meeting as a committee to plan, develop, and coordinate the program. In return for their efforts they are given a free course from the university with half of the tuition being paid by the district and half by the college.

6. Besides offering courses related to a specific degree or certification program, the district is able to promote any inservice program it chooses and, in most cases, can offer college credit. Thus we are now able to experiment with different inservice offerings which can be financed by our tuition reimbursement monies.

7. We are currently experimenting with a new format for organizing courses. This format involves selecting a theme such as "Individualizing Instruction" and offering a series of one semester hour courses related to this theme, e.g., "Setting up Resource Centers." This offers our teachers greater latitude to encounter a variety of ideas and instructions as well as to take that part of a larger theme which most pertains to their needs or interests.

Thus far the program has proved to be very successful and easy to manage. There are many other aspects yet to be explored such as the area of preservice education of future teachers. We are looking forward to the continuation of this approval to teacher education and hope that the ideas offered here may be meaningful to other districts.

7. Planning Creative Intersessions - Dennis Crane

Introduction

The Corona-Norco Unified School District formally initiated a 45/15 YRE program in July 1972. Since that time our district's participation in YRE programs has grown from 1,000 students to over 8,500 and from four schools to 17 schools.

More than 30 percent of the eligible students do attend intersessions.

At Vicentia Elementary School, which began a four-track 45/15 staggered schedule this year, over 55 percent of our students have participated in intersessions.

The Program

Most of our intersession programs are two weeks long and vary from 3 to 4 hours per day. I visit each class and describe the coming intersession program as well as send home preregistration forms. The next step is to procure teachers at the rate of one per 35 students registered. Our programs in California are supported by state funds, through summer school a.d.a. reimbursements.

The programs vary greatly but are generally enrichment oriented. Some of the programs we have offered are: Animal and Plant Studies, Sea Life, Ecology, Environment, Conservation, Outdoor and Nature Education, Healthful Living, Bicentennial, Swimming and Tennis, Career Education, Exploratory Math, and many others.

Most of our programs are supplemented with educational field trips.

We analyze most of our intersessions by survey and continually strive to upgrade our programs.

Conclusion

We find that the most important thing in our programs is to stay in tune with our community and to provide programs that best meet the needs of the people.

Therefore, it is very important to cooperate with our constituents, but most of all to listen to the children because that is where it all begins and ends.

An intersession program that is initiated after careful planning and consideration of all variables should be a viable asset to any 45/15 year-round school plan with endless potential and an unlimited future.

8. Year-Round Education for Declining Enrollments - Robert Shreve

In the recent revival of the year-round movement, the Park Elementary School of Hayward, California, was the first to adopt greater flexibility in the organization of the school year. Park started their program in September of 1968. Park's program was not designed to save space but rather to encourage the continuous progress plan of education and individualize instruction. Similar programs are under way in districts with declining enrollments as curriculum concerns replace space priorities.

As school districts have adopted school calendars which deviate from the traditional school year, they find that the traditional courses of study must also be altered. Newly developed courses of study are certainly one of the most significant outcomes of year-round education.

In our rapidly changing society and at a time when we have a proliferation of teaching materials and equipment, the need for educators to be provided time for inservice activities was never greater.

Educators and parents alike are concerned about the increase in discipline problems in our schools. Administrators in schools operating on year-round calendars report a sharp decrease if not a complete disappearance of discipline problems.

Parents, teachers, and students report a greater interest in school and learning under calendars other than the traditional.

Studies of academic achievement have shown that, with the year-round calendar, achievement has not been significantly affected. Schools that are giving students the opportunity to attend for periods greater than 180 days have found an increase in achievement scores.

At a time when teachers are interested in increased salaries, extending their time of employment is a reasonable and justifiable means of expanding paychecks.

Students have greater opportunity to combine work experience with school study. Experience is showing that more students are having employment opportunities throughout the year. The job market is not flooded at one time during the year.

Where year-round programs are giving students options in their learning patterns, an institutional pattern is being developed that is capable of meeting the educational needs of a technologically advanced, rapidly changing society. Year-round education programs are being designed to

adapt to the needs of individuals and of society. Further, they are designed to make optimum use of our resources, personnel, time, and space. In the long run, such schools will likely be the most economically efficient as well as being educationally more effective.

9. Effective YRE in Small Rural School Districts - John D. Luthy

One of our neighbors recently commented about our district's YRE program, "If your district can do it, anyone can." At least, we have dispelled many of the anxieties formerly held as reasons why YRE might not be effective in a small, rural community with limited staffing and extremes of weather conditions. The planning stages were typical of most programs. A committee was formed to study the feasibility of YRE as a solution to summer learning losses by students and as a means of improving instruction. The committee visited several successful YRE programs, attended meetings, read, and met with other large and small community groups to discuss needs and alternative plans to meet these needs. After two years of study and planning, the local board of trustees held a town meeting to discuss YRE education. A panel made up of local administrators, board members, county consultants, neighboring district administrators, and consultants from the State Department of Education YRE staff was invited to field questions from all segments of the community and the local press. Concerns were raised by local dairy owners and farm managers about the need for a change in the existing program and projected costs. Parents questioned what would happen if their children learned more than they had previously been expected to learn. How would the high schools adjust to this new situation? How was the school going to function with summer temperatures consistently over 100 degrees without air-conditioning in all the classrooms? When would the maintenance work be accomplished that usually was done during the summer? Apparently, satisfactory answers were offered and accepted as the community and the board voted to proceed with the YRE plans.

Since productive summer months are critical to the farming community, few farming families can take advantage of the school's summer vacation calendar. The flexible all-year schedule was adopted to allow for variation in family life-styles and to provide a maximum of community expression in educational planning. In this way, families with a desire to maintain a traditional September through June schedule could do so and, at the same time, those families that wish to take advantage of personalized vacations could also schedule their family vacations as they choose. The two programs run concurrently without conflict.

The educational staff set about the task of restructuring the organization of classes to allow for more individualized instruction and multiage classes with the goal of meeting individual student needs and improving self-concepts. After implementation of YRE, the parents and staff can see and measure improved attitudes, behavior, and academic progress. From an economic point of view, there are some increased costs for utilities and transportation, but, on the plus side, there has been a sizable reduction in the cost of school vandalism. The consensus of the community feeling at this time is favorable toward continued year-round education.

10. Remembering Bilingual/Bicultural Education - Roslyn M. Grady

Abstract:

The five schools in Colorado Springs School District which operate on a Concept 6 plan do not have a bilingual/bicultural program, per se. Other district schools with a high percentage of Chicano pupils do have programs in grades K-3.

Most of our experiences in the Concept 6 schools have dealt with foreign-born children where the year-round program has been a valuable asset. These children typically attend five sessions instead of four.

For the 1975-76 school year, the Colorado Springs School District has about 75 children who are Vietnamese/Cambodian refugees or non-English-speaking students from Korea, Thailand, and six other nations. One of the English as a Second Language (ESL) programs is housed in a year-round school. The opportunity for these youngsters to begin their education in July 1975, and attend school continually has proved beneficial. The ESL program operates for a half day with the other half day spent in the home school.

Some modifications in the existing school program have been made to accommodate the unique needs of non-English-speaking students. These changes are considerably easier under a year-round program than in the traditional school year schedule.

11. YRE in Urban and Suburban School Districts - C. Allan Bodin

This will be a look at YRE from the viewpoint of a large, first ring, suburban school system: a district which is holding its own but which is suffering from declining enrollment and state aid. The system has increasingly more buildings and classrooms than it really needs, yet it is most interested in providing year-round opportunities, for its 25,000 students. As a result of our study, it became increasingly clear that, if we were going to provide year-round opportunities it would have to be done without spending more money. We in district 281 chose to use a "Modified Summer School Plan" with very good results. Not only did it cost us no more money (Minnesota State Aid is excellent and applicable to summer programs) but also we were able to double our summer school offerings in K-12. Four to five thousand students now take part in our new summer program, called "Semester Three." Our board made early graduation legal, and all courses offered in the secondary schools' year-round program count toward graduation. This voluntary year-round program operates eleven months of the year and has received enthusiastic support of all concerned. I would recommend this plan to all schools in our situation who want to move ahead in establishing more alternatives for their students.

12. Preparing for Year-Round Education in Portland, Oregon - Kenneth H. Wait

The following areas were considered in-depth in preparing for YRE in Portland:

A. Conception of YRE in Portland
School Board; Staffs and communities; Five pilot projects

B. Process of Peninsula Elementary School Becoming a Pilot Project
Staff involvement; Parent involvement; Time line; Presentation strategies; Staffing patterns; Student grouping patterns and track assignments

C. Operational Techniques, Innovations, and Problems
Track specialization; Slingerland reading, Distar, non-English-speaking children; Track autonomy; Student benefits; PTA structure for YRE; Teacher inservice; Planning days; Four days per week year-round specialist; Extended contract teachers; Student and teacher attendance patterns; Open enrollment; Sixth, seventh and eighth grade scheduling

D. Evaluation
Formal central administration evaluation; Informal parent response; Informal staff response; Benefits of summer operations; Building utilization; Test results

E. YRE as an Alternative Program

E. A POTPOURRI OF TOPICS

Sampling Related Areas

1. Business Views of Year-Round Education - Paul H. Howe

There remain to us today only two areas in which to effect major economies in our public school operating costs.

The first is to increase class size, a notion which is universally unpopular with parents, administrators, and staff. The other means is to utilize our buildings more efficiently, and the year-round school does just that.

With the cost of education approximately doubling over the past six years, I would suggest that education as you know it today may not survive beyond the next decade.

We already know that the quality of education will not suffer through year-round scheduling, and indeed is often enhanced. We are further aware of the massive peaking inefficiencies that conventional school scheduling imposes on our working, living, recreation, and travel patterns. After all, nationwide there are about 50 million students, teachers and employees in our public schools today. Add to this another 50 million immediate family members, and we have almost half of the United States population shackled and lock-stepped into an unnecessarily peaking and inefficient pattern which has a massive effect upon all of us.

Now, let us turn again to the matter of buildings. The delayed impact of our declining birthrate across the nation over the past year has somewhat diminished one of the major pressures to consider year-round schools. We just do not have the rapidly increasing need for additional classrooms that we had five years ago. Indeed, large urban school systems are, with few exceptions, experiencing major declines in enrollment.

However, regardless of whether the enrollment of a district is moving up or down or is perhaps stationary, we cannot escape the cold, hard logic that any district, except perhaps the very smallest, can operate with substantially less classrooms and buildings under a year-round plan than under the conventional school year.

In the course of three years of spreading the gospel of year-round education in the Pacific Northwest, I have found that the nonschool-involved public and the business community are consistently and overwhelmingly supportive.

Now, how can we gain active support from the business community and from the nonschool-involved public sector who heartily endorse the practical logic of the year-round concept?

Here are a few ideas that work but require some dedicated effort: (1) put together an effective show-and-tell presentation. This dog and pony show must be brief and pointed, with charts and slides of the economic advantages. People often understand dollars and common sense where they may have difficulty debating educational subtleties; (2) cover every service club, chamber of commerce, and business organization in your school area; (3) promote modest private funds to buy or print concise handouts on the advantages of year-round education and distribute them to your district's patrons; (4) contact your local or state tax research organization. They are usually tigers in supporting any proposal which offers some promise of fiscal economics; (5) when a levy fails, when a bond measure fails, or at some other opportune time, suggest appointment of a community blue ribbon committee to examine your school finances. Then feed them the facts about year-round school potentials in the area of cost reduction; (6) if all else fails, promote a no-strings trial approach in your school system, using a voluntary participation format; (7) organize a service club task group to study year-round education, and make a recommendation to your school board at a public meeting; and (8) if your enrollment is dropping, you will ultimately expect to reduce classrooms or possibly close some schools. This issue must be gingerly approached until the year-round program is well under way, as threatened closure of an old landmark school can trigger a war of Mideast proportions and intensity.

In conclusion, I would suggest that we cannot expect to overcome overnight the tremendous amount of inertia and lethargy which exist both within our school systems and within the living habits of our electorate. We do, however, have overwhelming logic on our side, and I still have great confidence in the good judgment of our school personnel and of the communities in which we live.

2. YRE Approaches the Private Sector - Edward A. Altschuler

The Association Center for Continuing Education supports the concept of year-round education through the use of a systems approach to education and training for business. One of these new tools has been developed by a consortium of eleven states which developed a series of 983 job-related competencies and formed the Interstate Distributive Education Curriculum Consortium now headquartered at Ohio State University at Columbus, Ohio.

Based on the result of field tests the LAP (Learning Activity Package) Program can be used for year-round education offering individualized self-paced instruction. This instruction is job oriented. Year-round education must adopt new methods since traditional educational institutions and methods are not meeting the needs of industry.

Small business has a particularly critical need for qualified entry-level employees. The LAP Program is designed for this purpose, and the Center will test this material in actual field use. It is being used in eleven states at the present time (Washington, Kansas, Iowa, Wisconsin, Indiana, Ohio, Kentucky, North Carolina, Georgia, Florida, and Alabama) for high-school-level distributive education programs. Its use in industry and the feedback to the scholastic world should prove to be an invaluable adjunct to field testing and upgrading the quality of this revolutionary new teaching tool.

The presentation will explain the LAP Program and how it will be used in industry.

3. Teacher Associations Look at YRE - Tom Huxley

The California Teachers Association knows that YRE has a direct impact on curriculum and instruction, collective bargaining, school finance, salary, retirement, human relations, and tenure. Therefore, intensive thought and discussion must be given to all of these areas before decisions are made regarding YRE. For YRE to be effective in the local school system the teachers must be in on all phases of the planning. When the term "teacher" is used, what is meant is the local teacher organization, or under collective bargaining, the representative unit, not teachers selected by administration or a district-organized committee that may have been around for some time.

The type of calendar configuration must be considered with the most effective use of the school plant being one of the primary considerations. Each calendar configuration must be studied for the instructional advantages to each student, the individual school, and the school district. Many changes in instruction can be made without changing the school calendar; therefore, the changes that YRE can bring in the instructional field must be to improve the present instructional program.

Because of the all-inclusive implications of YRE, all aspects of proposed and adopted programs are subject to collective bargaining.

While enrollments are declining, school finances must be considered in any YRE discussions. Since, in most cases, accurate cost figures are not available, finance must be a primary concern of the association in any discussions of YRE. This involves not only building utilization but class sizes, equipment utilization, and instructional materials.

Salary considerations must be specific so that any instructional days beyond the state-required days per year shall be equitably compensated. Retirement credit must be for the contractual year, or arrangements must be made with the State Teachers' Retirement System for extra compensation paid in any fiscal year.

In any YRE consideration it must be remembered that program changes will be dealing with humans; therefore, consideration and consultation must be made with student, teachers, parents, and administrators before any programs can be instituted. Tenure is a vital consideration, and the date a teacher is hired must be the date of seniority, not the actual date on which service is first rendered.

All teacher participation must be on a voluntary basis. No teacher, auxiliary, or support personnel should be forced into a program without the majority desiring such a program. All pilot programs must be voluntary. With teacher support, YRE will be successful.

4. Considerations for Year-Round Teacher Education Programs - W. Donald Clague

I. Problems of Preparing Staff for YRE

- A. Very little by colleges and universities
- B. Very little by school districts in orientation
- C. Most is negative - newspapers, etc.
- D. The above could be reversed with positive preparation or planning.
  1. Module to explain
     - a. Models
     - b. Curriculum - strengths and weaknesses
     - c. Personal adjustments needed
  2. Internships to directed teaching experience in those schools - by election or assignment
  3. Observation to participation
  4. Recognition must come in teacher preparation programs if we are to do an adequate job.

II. To Facilitate Programs for Teachers

- A. Examine schedule options
  1. Obvious - nights
  2. Weekends
  3. Short courses during breaks
  4. Special released time or shortened day as inservice
  5. Combination vacation and study cruises, trips, etc.

B. Where?
   1. Come to campus
   2. Area centers - to get enough people
   3. At the local level - district or school

C. Independent study
   1. Thesis and dissertation model
   2. Programmed materials

D. Media programs
   1. Video - video cards
   2. Cassette - audio with and without pictures
   3. Programmed materials

III. We have the means - we need to develop the will and financing

5. History of Year-Round Education - 1925 to 1950 - Robert Shreve

The four twelve-week term calendar was adopted in several communities throughout the nation about 1922 and most had terminated by 1933. A summary of the reasons given for the calendar changes are: (1) this school calendar will make the schools of greatest service to the children for whom they exist; (2) teachers will be more adequately compensated when they are employed for the entire year; and (3) it is unwise to permit a large investment in school buildings to lie idle three months of the year.

Although the various school districts adopted the plan to fit their particular situation, the general pattern was as follows: (1) the schools were in operation for four twelve-week terms; (2) the pupils were not permitted to attend school for more than three terms; (3) the number of teachers was reduced by approximately one-fourth; and (4) the teachers' salaries were raised.

Glencoe, Illinois, in 1946 started their extended school year program which was followed in subsequent years by Rochester, Minnesota, and Lexington, Kentucky.

Extended school-year programs, as they were conceived, followed this general pattern: (1) approximately nine months of a traditional school program; (2) six to eight weeks of enriched curricular experiences for students during the summer; (3) during the summer months teachers were engaged in a variety of activities; (4) teachers were employed for twelve months; and (5) teachers had one month's vacation during the summer.

6. Migrant Education in Year-Round Schools - James S. Baker

Introduction

The children of migrant farm workers are among the most educationally disadvantaged youngsters in our schools today. On the average, they attend three different schools each year. The average yearly income of migrant families is below $3,000. In addition to the limited basic skills development, many children have severe health and dental problems largely due to inadequate health services and malnutrition.

Over 80,000 children of migrant agricultural workers between the ages of three and sixteen years attend educational programs in approximately 200 school districts in 34 California counties for at least a part of each year. A vast majority of the children are from Mexican-American homes. One of the primary needs of a migrant educational program is to compensate for the frequently interrupted and itinerant education. Migrant children must adjust to frequent changes in their location, teachers, classmates, and curriculum. Often the teacher will not have students long enough to identify their needs, interests, and ability before they move on. Their education, therefore, lacks continuity.

This information has been made available through the California Master Plan for Migrant Education, published by the California State Department of Education in 1974. In this same publication Wilson Riles comments, and I quote, "State boundaries have little meaning for this child. Therefore, we must work toward cooperative interstate programs so that the children of migrant families are assured a continuous pattern of education wherever they may go."

Year-round school scheduling can help meet the goals established in the California Master Plan and meet Wilson Riles' desire for continuous learning.

Background on Pajaro Valley and Year-Round Scheduling

The Pajaro Valley Unified School District is situated on Monterey Bay in northern California in an agriculturally oriented community, in which 1,200 of the 13,000 students in the district are identifiable migrant students, having moved once during the year for agriculturally related activities. There are many public and privately owned labor camps scattered throughout the community to provide housing for the migrant farm worker families. The primary impact of migrant people on the community is between April and November of each year. Some migrant families remain in the valley, after once establishing a base, and become permanent residents. In 1971-72 the district had nearly 1,000 students on double session in many different schools. As a result of a broad-based study commission, year-round education was established to provide for a full day of education to children. At the time of implementation, the district did not realize the potential of the new scheduling for migrant children. There was an immediate resistance on the part of migrant and minority families to year-round scheduling. During the past four years, this resistance has gradually subsided and has been replaced by support from the minority community.

Migrant Education in Pajaro Valley Prior to Year-Round Schools

Annually the system for placement of migrant children in April and May, when the labor camps opened, was one of space available at many and varied schools. Children would remain in schools assigned until June of that year. During the months of June and July, the district would establish, with the cooperation of regional migrant agencies, a summer program on an integrated basis with local students. During the month of August, school programs were not provided and the children were left to

their own means either in the fields or camp areas. In September, when regular school opened again, the children were held out of school until a determination was made of space available. Between September and time of exit from the valley, children were in their third school setting for a short period of time. This assignment system did not lend itself to any continuity for the children or their families. Teachers' inservice was almost impossible because different teachers were usually involved.

The summer program for any length of time had a tendency to isolate the migrant children from the regular school program they needed. Needless to say, there was a great deal of dissatisfaction with this system, and yet it had been practiced for many years and is still practiced in many school districts throughout the United States.

Present Program and Scheduling Practices for Migrant Children in Year-Round Schools

After the initial resistance to year-round scheduling was reduced by frequent meetings with labor camp leaders and migrant families, the year-round school schedule has been found to be an answer to some of the problems of educating the migrant child. In the Pajaro Valley Unified School District, year-round scheduling has permitted the assignment of children from two labor camps to two elementary schools on a continuous basis because of the traditional space created and the desire to meet student needs.

The children from the migrant labor camps are assigned to one of the four groups in the 45/15 schedule. They remain with the same group of children between April and November, except for the intersession vacation periods. The regular school program is designed to develop skills in reading, writing, listening in English, and, when possible, instruction in their dominant language. The federal funding for migrant children is used to supplement their basic instructional program by providing ESL activities. In addition, as the children enter school, they are given a diagnostic test in English and Spanish, as well as a thorough health examination. Special needs are determined at that time, and referrals are made for immediate services. The year-round schedule, by providing continuity for migrant children, has also influenced the classroom teachers to be more receptive to inservice training because they know they will have the children for a greater length of time. In addition, there is a strong desire to help attain academic and social skills.

During the intersession period the students are scheduled into intersession programs on an integrated basis in the mornings, and with migrant education funding into extended-day activities during the afternoons. Both programs are designed for enrichment as well as basic skill development for the migrant children. The centers established for intersession are staffed with a bilingual instructor and aide in order to provide the home language of children during instructional time. Field trips are scheduled as well as cultural activities within the intersession day. During intersession as well as the regular day, the migrant children are provided with breakfast and lunch. Informal surveys of those involved in the migrant education program indicate a higher level of satisfaction

with the program in year-round schools as compared to the traditional scheduling system.

Future Plans

It is the intent of the district to monitor the progress of migrant children during the time they are in the school district from year to year. Many of the children return annually, and we will be able to develop a statistical base to determine how a child's skill development is affected by the year-round school. Evaluations will be done using family interviews, migrant employer interviews, and testing by using comparison schools in coordination with the federal migrant education programs.

Summary

Year-round scheduling in Pajaro Valley gives the migrant student the opportunity to attend regular school classes an average of 111 days vs. 77 on traditional schedule. Summer school/intersession days average 35 for year-round and 39 for regular. Overall, year-round scheduling offers an average of 146 days of school vs. 116 on traditional schedule.

7. Thirty Commandments for "Meeting the Media" - Michael M. Norton

Thou Shalt Not:

1. Expect all reporters to know as much about education as you do.
2. Make yourself unavailable or difficult to find in an emergency situation.
3. Use pedaguese (utilize, behavioral, psychomotor, viable, input, optimal, interface, delimit, etc.)
4. Take two days to formulate responses that can be drafted in two hours (or two minutes).
5. Call or send the media a story after an event has taken place or after deadlines have passed.
6. Try to reform the media or tell them how to do their job.
7. "Badmouth" the media or their coverage.
8. Respond to letters to the editor unless the response is complimentary.
9. Send carbon copies of information to any editor.
10. Explain how the clock works when they ask what time it is.

Instead, Thou Shalt:

1. Tell the truth; be accurate, brief, and clear--the ABC's of good communication.
2. Identify contact persons (i.e., education editor) for each publication or station.
3. Hand-deliver and explain schedules, calendars, etc.
4. Explain terms (45/15, tracks, intersession, etc.)
5. Identify audiences and their questions.
6. Ask what types of information media prefer and when.
7. Discuss YRE with editorial writers and ask for editorial support.

8. Use visuals, especially at board meetings.
9. Take slides and glossies at YR schools to use as need arises.
10. Gather quotes from students, parents, teachers, and community leaders to use as appropriate.
11. Talk about students in YRE.
12. Provide names, phone numbers, of news sources who are available.
13. Answer five W's plus "How much?" in each story.
14. Know correct titles and spelling of names.
15. Invite media to visit classrooms at their convenience.
16. Proclaim a "Year-Round Education" Week or similar events to focus attention on the program.
17. Make and distribute widely:
    a. A list of reasons why you have YRE, and
    b. A list of questions and answers on YRE.
18. Conduct and report opinion surveys and cost studies.
19. Use a district "hot line."
20. Always begin and end on a positive note.

8. Youth Conservation Corps Program - Marion Robles

The purpose of the YCC program is to further the development and maintenance of the natural resources of the United States by employing young men and women to work on conservation projects in the healthful outdoor atmosphere of the National Park System, the National Forest System, and other public land and water areas of the nation. The departments have stressed three equally important objectives outlined by enabling legislation. These objectives are to provide: (1) gainful employment of America's youth, ages 15 through 18, during the summer months in a healthful outdoor atmosphere; (2) an opportunity for understanding and appreciation of the nation's natural environment and heritage; and (3) further development and maintenance of the natural resources of the United States by the youth who will ultimately be responsible for maintaining and managing these resources for the American people.

For further information contact any federal land managing agency in your area or: U. S. Department of the Interior, Washington, D.C. 20240; U. S. Department of Agriculture, Forest Service, Washington, D.C. 20250

9. Preparing Persons for Jobs, Careers and Vocations - Edward Altschuler

Americans spent a greater portion of their tax dollar on education in 1975 than on any other single activity, and yet both industry and education agree that the end product is not satisfactory. One hundred and ten billion dollars is too much money to pay for an activity that does not produce people who are qualified to move from the schoolroom to the workroom.

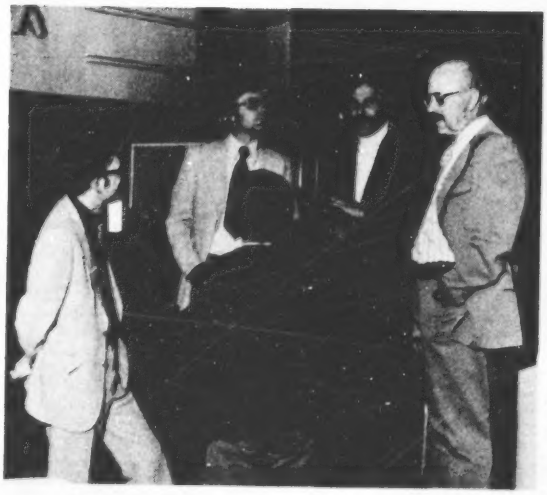
Industry has a need for the training and educating of persons at all levels. Jobs require specialized knowledge and intensive preparation. Industry looks to the educator to provide viable candidates for these jobs at all levels--from entry clerical positions to junior executives.

The Association Center for Continuing Education is a nonprofit foundation, established by a consortium of national trade associations. Its objective is to provide the liaison required between the educator and industry, particularly in the small business sector.

The Center researches, reviews, and evaluates existing educational materials (texts, audiovisual programs, courses of study, etc.) that could be incorporated in guided training to meet specific job needs.

The Center serves as a "LEARNING MANAGEMENT GROUP" interfacing between the world of education and the world of work, dealing with each group in a fashion calculated to inspire acceptance and designed to open new channels of communication serving both groups. Year-round education offers a more meaningful environment for personnel who will enter the world of work as more productive individuals. What is needed is a more active collaboration between the business community and those engaged in distributive and vocational education. Eliminating the chasm that prevents the small businessman from expressing his needs to the educator and making the educator more aware of the tremendous opportunities in small business are two essential steps in reordering the priorities and developing a more meaningful curriculum of the entire educational process.

HOTEL



SECTION V. SOME OF THE PRESENTERS

This section introduces many of the YRE leaders from across the nation--a sampling of those more than 300 persons who contributed their time and efforts toward a successful 8th National Seminar.

Special Guest
Dr. Ramon Cruz
Secretary of Education
Commonwealth of
Pueto Rico

Keynote Theme Speakers

Bob Theobald, Director
Northwest Regional Foundation
Spokane, WA

Carolyn Warner, Superintendent
Arizona State Department of
Education
Phoenix, AZ

Keynote Theme Speakers

Ron Barnes, President
Transitions, Inc.
Topeka, KS

Edward Pino, President
International Graduate School
Parker, CO

Harold Shane, Professor
University of Indiana
Bloomington, IN

William Glasser, President
William Glasser, Inc.
Los Angeles, CA

Seminar Presenters

Bob Anderson, Teacher
Gresham Grade Schools
Gresham, OR

Allan Bodin, Ext. Ed.
Robbinsdale Schools
Minneapolis, MN

Joyce Bryne, Principal
Lakeside Schools
San Diego, CA

Bruce Campbell
New Jersey State Dept.
Trenton, NJ

Margaret Corkle
Millard Public Schools
Millard, NE

Lester Cummins
Bethel School District
Spanaway, WA

Lennie Elkins,
Corona-Norco Schools
Corona, CA

Edward Frederick,
UNM Technical College
Waseca, MN

Roslyn Grady, Research
Colorado Springs Schools
Colorado Springs, CO

Seminar Presenters

Patrick Henderson
Sunnyside Schools
Tucson, AZ

Charlene Houghton
Dade County Schools
Miami, FL

Dorothe Krayer, Principal
Jupiter Middle School
Jupiter, FL

Hal Logsdon, Principal
Cypress Elem. School
Cypress, CA

John Luthy, Supt.
Lakeside Elem. Schools
Hanford, CA

Roger Nealeigh
West Carrollton Schools
West Carrollton, OH

Jim Bingle, Chemist
Argonne National Lab.
Argonne, IL

Elmer Richers, Prin.
Jefferson Co. Schools
Denver, CO

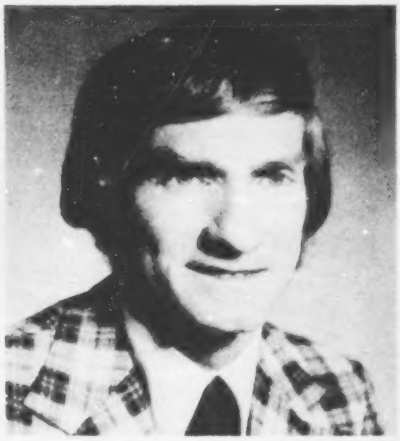
Robert Shreve, Professor
University of Idaho
Moscow, ID

Seminar Presenters

John Schaffer
Gresham Grade Schools
Gresham, OR

John Tresslar, Prin.
Northwest School Dist.
Fairland, IN

William White, Director
Jefferson County Schools
Denver, CO



National Council on Year-Round Education
Cosponsor of the 8th National Seminar

Don Glines, President, NCYRE
and
Director, 8th National Seminar

and the
California State Department of Education
Cosponsor of the 8th National Seminar

Wilson Riles,
Superintendent of
Public Instruction

SECTION VI. LIST OF RESOURCES

Addresses below are included to assist users of this Proceedings to continue to explore further concepts in year-round education.

A. RESOURCE I: THE NATIONAL COUNCIL ON YEAR-ROUND EDUCATION
Research Learning Center, 836 Wood Street, Clarion, PA, 16214
(814) 226-4024

The headquarters of the National Council is housed at Clarion State College. Personal contact can be made with Dr. John McLain, Administrative Coordinator for NCYRE (and the President of NCYRE for 1976-77) or Dr. Don Means, Secretary-Treasurer for NCYRE.

Resources available through the National Council Headquarters

1. Audio and Video Tapes of the 8th National Seminar
2. List of Participants in the 8th National Seminar
3. National Directory on Year-Round Education - published by the Arizona State Department of Education
4. National Reference Directory on Year-Round Education - compiled by the California State Department of Education
5. National Bibliography on Year-Round Education - published by the New Jersey and Indiana state departments of education
6. Copies of Proceedings of the 5th, 6th, 7th, and 8th National Seminars
7. Occasional Papers as printed
8. The Year-Rounder, a regular publication of NCYRE
9. Lists of Consultants in various geographical regions
10. News Clippings and Reproduced Articles on YRE
11. General Information about Year-Round Education

Membership is available in NCYRE: $10.00 for individuals, $25.00 for institutions, $50.00 for commercial firms. Write NCYRE for information.

B. RESOURCE II: CALIFORNIA STATE DEPARTMENT OF EDUCATION
Year-Round Education Project, 721 Capitol Mall
Sacramento, CA 95814 (916) 322-4018
Contact person: Dr. Don Glines, Project Manager

Resources available from the California State Department of Education

1. List of Participants of the 8th National Seminar
2. National Reference Directory on YRE
3. California State Directory on YRE
4. California State Handbook on YRE. (Order through Division of Publications and Services, California State Department of Education, Downtown Plaza Building, 515 L Street, Sacramento, CA 95814. Cost: $1.50; $1.59 for residents of California (6% tax).
5. Copies of State Laws on YRE
6. Occasional Papers on YRE

7. Descriptions of Twelve YRE Calendar Plans
8. State Department Position Paper
9. Consulting Services

C. RESOURCE III: OTHER STATE DEPARTMENTS OF EDUCATION

Each state department has a liaison or contact person for YRE. Two of the better state department efforts, in addition to California, are in Indiana and Arizona. Both of these states offer extensive YRE assistance as an example of state department potential. Further, the Pennsylvania State Department has assisted the Year-Round Research Learning Center at Clarion State College. For information, contact the NCYRE headquarters at the Clarion State address on the preceding page.

In Indiana, Contact

Dr. Parker Eaton, Director
Division of Year-Round Education
Indiana State Department of Education
120 Market Street
Indianapolis, IN 46204
(317) 633-5515

In Arizona, Contact

Mrs. Rosemary Nelson, Manager
Year-Round Education Project
Arizona State Department of Education
1535 Jefferson Avenue
Phoenix, AZ 85007
(602) 271-3652

D. RESOURCE IV: YRE DISTRICTS

Excellent help is available from the majority of YRE districts throughout the nation. These districts need to share with each other, as well as with prospective districts, if YRE is to improve and grow.

Addresses for these districts are available through the National Directories on YRE, which may be obtained from NCYRE or the California or Arizona state departments.

E. RESOURCE V: YRE INDIVIDUALS

The address list of those attending the 8th National Seminar is available from NCYRE or the California State Department of Education. Many of the persons who attended are excellent resources.

Further, both NCYRE and the California State Department of Education can provide suggested consultant lists for districts that may need to seek additional assistance.

F. RESOURCE VI: NATIONAL BIBLIOGRAPHY

An excellent bibliography of books and articles on YRE is available from the National Council on Year-Round Education.

G. RESOURCE VII: WESTERN ASSOCIATION OF YEAR-ROUND SCHOOLS

For those in the western region of the United States, audiovisual materials, consulting help, and an annual conference are available through this organization. Write WAYS, 1401 Teton Drive, El Cajon, CA 92021.

SECTION VII. ACKNOWLEDGMENTS

ACKNOWLEDGMENTS TO THE COMMITTEES

The seminar owes a debt to many, many individuals, all of whom cannot be mentioned here. However, certain persons do need recognition for the special contribution they made to the seminar. They are the following:

Seminar Planning Committee

Joe Bullington, Fresno Unified, Fresno, CA
Don Duncan, Los Angeles County Office of Education, Downey, CA
Franklin Edwards, South Mountain District, Phoenix, AZ
Hal Fielding, Corona-Norco Unified, Corona, CA
Don Glines, California State Department of Education, Sacramento, CA
Hal Logsdon, Cypress Elementary, Cypress, CA
Ruth Lumberg, Los Angeles Unified, Los Angeles, CA
Monte McMurray, Ocean View District, Huntington Beach, CA
Rosemary Nelson, Arizona State Department of Education, Phoenix, AZ
Delaine Richards, Irvine Unified, Irvine, CA
John Wood, Los Angeles Unified, Los Angeles, CA

Seminar Working Committee

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James Sleeper, Carlsbad Unified, Carlsbad, CA

Budget: Weynard Bailey, State Department of Education, Sacramento, CA
Mark Stayton, State Department of Education, Sacramento, CA

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Conference Reporter: Alyce Fasteneau, San Diego Unified, San Diego, CA

Daily News: Barbara Root, San Diego Unified, San Diego, CA

Entertainment: Carla Tange, Field Studies Associates, Corona Del Mar, CA
Joan Wilson, Jurupa Unified District, Riverside, CA

Evaluation: David Pascoe, La Mesa-Spring Valley District, La Mesa, CA

Facilitators: John McMurtry, Chino Unified District, Chino, CA

Facilities: Don Duncan, Los Angeles County Office of Education, Los Angeles, CA

Film Festival: Robert Brickman, Encinitas Elementary District, Encinitas, CA

Food Service: Marilyn Mounce, Los Angeles Unified, Los Angeles, CA

Media Festival: Franklin Edwards, South Mountain District, Phoenix, AZ
Tony D'Alessio, ABC District, Cerritos, CA

One Day Workshop: Judy Migliaccio, Los Angeles Unified, Los Angeles, CA
Pauline Duplessis, Los Angeles Unified, Los Angeles, CA

Professional Organizations: Arthur Thayer, California School Administrators Association, Burlingame, CA
Tom Huxley, California Teachers Association, Burlingame, CA

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Gerd Abegglen, Los Angeles Unified, Los Angeles, CA

Publicity: Elaine Boyce, University of California, Berkeley, CA

Registration: Ruth Lumberg, Los Angeles Unified, Los Angeles, CA

Registration Packets: Lucy Guido, Los Angeles Unified, Los Angeles, CA

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Signs: Ralph Bell, Bear Valley Unified, Big Bear Lake, CA

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Stuart Cunningham, Irvine Unified, Irvine, CA
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Monte McMurray, Ocean View District, Huntington Beach, CA
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Delaine Richards, Irvine Unified, Irvine, CA
Robert Vouga, Ocean View District, Huntington Beach, CA

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